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ABSTRACT

This curriculum guide was designed for use in postsecondary practical nursing education programs in Georgia. Its purpose is to provide for the development of entry level skills in practical nursing in the areas of knowledge, theoretical structure, tool usage, diagnostic ability, related supportive skills, and occupational survival skills. The first two sections of 10 explain the philosophy and objectives of state and local vocational education, and of the guide. In section 3 the occupational field of practical nursing is described; and employability skills, student exit points, and tasks cross referenced to the Dictionary of Occupational Titles are listed. The curriculum structure and course outline are provided in section 4, while section 5, the main part of the guide, provides unit guides for each task to be taught. (For each task, a task description, student performance objective, suggested instructional activities, instructional materials, evaluation sections, suggested classroom hours, and related instruction tasks are included.) Section 6 contains references and resources, while student record forms comprise section 7. Following suggestions for working with special needs students (section 8), the guide concludes with a facility layout for a learning resource center and a laboratory, and definitions of terms (sections 9 and 10). (KC)

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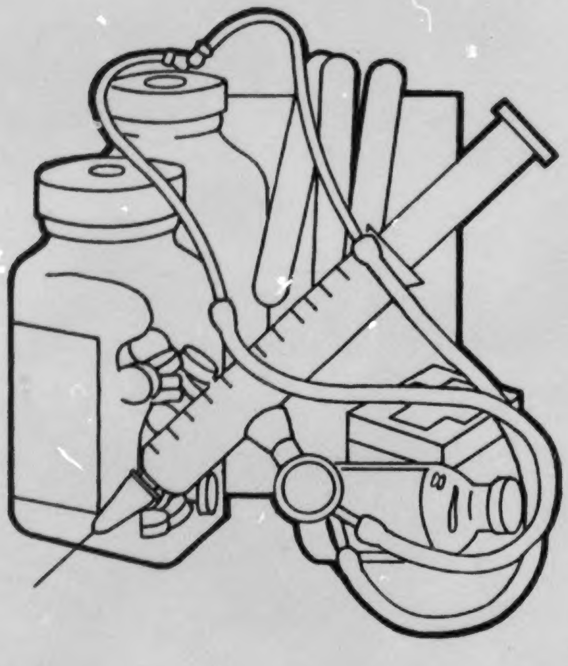
HEALTH OCCUPATIONS

PRACTICAL NURSING
Post Secondary



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CURRICULUM GUIDE

Georgia Department of Education

PRACTICAL NURSING

Developed Under Contractual Agreement with

Division of Program Development
Office of Vocational Education
Georgia Department of Education
Atlanta, Georgia 30334
Charles McDaniel, State Superintendent of Schools
1981

PRACTICAL NURSING

Developed By

The University of Georgia

Under the Direction of

Dr. Paul Scott

Vocational Education Materials Center

Division of Vocational Education

College of Education

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POLICIES AND PROCEDURES FOR THE CENTER

PURPOSE OF THE CENTER

The Vocational Education Materials Center functions within the Division of Vocational Education, University of Georgia. This Center operates under grants from the U.S. Office of Education, and the Georgia State Department of Education with the support of the College of Education. The Center is comprehensive in its commitment and approach to the development and dissemination of materials in the broad field of Vocational Education.

The purpose of the Center is to increase the capability of Georgia's delivery system for Vocational Education. Specifically, the Center is committed to:

1. Develop materials to assist in the implementation of proposed curricula and to enhance the teaching of Vocational Education.
2. Conduct and report curriculum research related to Vocational Education.
3. Provide a production and dissemination center for Vocational Education materials.
4. Provide direct experiences in curriculum development and diffusion for advanced graduate students.
5. Enable faculty members to participate in the development and implementation of a variety of curriculum materials.

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SECTION I

PHILOSOPHY & GOALS

VOCATIONAL EDUCATION IN GEORGIA

A. PHILOSOPHY

The Georgia Board of Education perceives vocational education as a vital component in the education of the young and adult citizens of this State. Appropriate programs of vocational education and ancillary services should be made readily available to individuals in middle schools, high schools, postsecondary area vocational-technical schools, vocational divisions of junior colleges, vocational centers, the Quick Start program and other adult programs designed to train or retrain workers for useful and satisfying employment.

Special services and assistance must be provided to those who need it in order to participate or benefit from vocational education. This includes women, minorities, the displaced homemaker and other displaced workers, those with limited English-speaking ability, the disadvantaged and the handicapped.

Since men and women spend the greater part of their lives at some form of work, the State should provide opportunities for all its citizens to develop the knowledge, skills and attitudes necessary for them to secure personally satisfying and socially useful employment.

B. PURPOSE

The purpose of vocational education shall be to improve the economic well-being of Georgia citizens by preparing individuals, through organized learning experiences, to select, obtain and advance in recognized occupations.

POSTSECONDARY VOCATIONAL EDUCATION

A. PURPOSE

The purpose of postsecondary vocational-technical education in Georgia is to improve the economic well-being of adult citizens by providing access to high quality vocational-technical training for skilled and semi-skilled occupations, for improvement of existing skills or for retraining in a new occupation.

B. OBJECTIVES

1. To provide vocational-technical education programs and ancillary services commensurate with the needs and interests of students and available job opportunities.
2. To provide vocational-technical education programs which are current with the state-of-the-art, competency-based, and offer multiple exit points to accomodate the students' occupational objectives.
3. To provide vocational-technical education programs which are articulated with available high school counterparts, to facilitate an easy transition from secondary to postsecondary levels without loss of credit.
4. To provide vocational-technical education programs such that 75% of those individuals who leave or complete a program of occupational preparation will find employment in the field, or a related field, for which trained.
5. To provide those guidance, counseling, financial aid, evaluative, job placement, remedial and other supportive programs and services needed by students to enroll, complete a program and become, or remain, employable in a skilled or semi-skilled occupation.
6. To provide needed assistance to special populations to include women, minorities, limited English-speaking, the displaced homemaker and other displaced workers, the disadvantaged and the handicapped.
7. To provide vocational-technical education programs for full-time and part-time students on campus during the day as well as the evening hours, and to provide appropriate programs for full-time and part-time students off campus in businesses and industries, comprehensive high schools and other locations within the respective schools' service areas.
8. To serve as a center for the delivery of postsecondary and adult vocational-technical education programs and services for the community and assigned service area.

STATEMENT OF LOCAL SYSTEM PHILOSOPHY, PURPOSE AND GOALS FOR VOCATIONAL EDUCATION

SECTION II

PURPOSE & OBJECTIVES

PURPOSE OF GUIDE

The purpose is defined in terms of the functional needs of each of the identified classes of users in the secondary and post secondary systems.

(a) Vocational teachers.

1. Provide a guide for organizing their program of instruction,
2. Assist in establishing program objectives,
3. Serve as a curriculum materials resource guide,
4. Improve communications with employers and advisory committees,
5. Facilitate competency based instruction,
6. Facilitate either group or self-paced instruction
7. Include content by quarter and semester,
8. Cross-reference with existing state developed instructional materials (PLACE packages and post secondary I.I.).

(b) Vocational supervisors and administrators.

1. Assist in defining the scope and content of their programs,
2. Provide a means to improve curriculum management functions,
3. Serve as a guide for admissions and job placement functions,
4. Improve communications with employers and advisory committees.

(c) Counseling and guidance staff.

1. Provide a data base for counseling and guidance personnel,
2. Identify student exit points (Carrer Options),
3. Serve as guide for admissions and job placement,
4. Correlate with the new State Board of Education graduation requirements,
5. Provide specific content sequencing by quarter and semester for student scheduling,
6. Provide (a) curriculum options for the disadvantaged/handicapped student, (b) curriculum modifications for SPECIAL NEEDS students, (c) typical admission requirements for regular and SPECIAL NEEDS students.

(d) Local Curriculum Coordination Committees.

1. Serve as a guide in working out articulation arrangements,
2. Improve definitions of the relationship between secondary clusters and post secondary specialized programs.

This guide will serve as an ideal communication device between school personnel and the craft advisory committee. By personally reviewing the guide with the local craft advisory committee the teacher will be able to maintain the accuracy of the guide in terms of the local job market and will also be able to inform representatives of local industry regarding the content of the program itself.

PRACTICAL NURSING PROGRAM OBJECTIVE

Given appropriate instruction, as suggested by this guide, a student completing the program should demonstrate entry level skills in Practical Nursing in the areas of knowledge, theoretical structure, tool usage, diagnostic ability, related supportive skills and occupational survival skills.

As the student progresses through the program, sufficient competencies will be acquired to enable the student to enter the occupational field at the following curriculum exit points.

Hospital Entrance Attendant	(D.O.T. Code 355.677-014)
Occupational Therapy Aide	(D.O.T. Code 355.377-010)
Home Attendant	(D.O.T. Code 354.377-014)
Orderly	(D.O.T. Code 355.674-018)
Nurse Aide	(D.O.T. Code 355.674-014)
Physical Therapy Aide	(D.O.T. Code 355.354-010)
Psychiatric Aide	(D.O.T. Code 355.377-014)
Practical Nurse	(D.O.T. Code 354.374-010)
Licensed Practical Nurse*	(D.O.T. Code 079.374-014)

*Must pass the State Board Examination to become a Licensed Practical Nurse.

SECTION III

D. O. T. DESCRIPTION, EXIT POINTS, TASKS

DESCRIPTION OF OCCUPATIONAL FIELD

The primary purpose of this section is to provide a general orientation to the occupational field. This orientation may be used by counseling and guidance staff in helping students to select subject areas. It may also be used by instructors for new students just entering the program area. The description delimits the scope of the occupational field in terms of the range of activities involved in a series of occupations. It contains information about career potential within the occupational field, including job market conditions and trends.

The description identifies prerequisite skills and knowledge for those students interested in entering the occupational field. In addition, the Description of Occupational Exit Points are provided to aide the instructor in identifying possible jobs for early leavers. A listing of employability skills is also included in this section.

DESCRIPTION OF OCCUPATION

Licensed Practical Nurses*
D.O.T. 079.374-014

Nature of the Work

Licensed practical nurses (LPN's) help care for the physically or mentally ill and infirm. Under the direction of physicians and registered nurses, they provide nursing care that requires technical knowledge but not the professional education and training of a registered nurse. In California and Texas, licensed practical nurses are called licensed vocational nurses.

In hospitals, LPNs provide much of the bedside care. They take and record temperatures and blood pressures, change dressings, administer certain prescribed medicines, and help patients with bathing and other personal hygiene. They assist physicians and registered nurses in examining patients and in carrying out nursing procedures. They also assist in the delivery, care, and feeding of infants. Some practical nurses work in specialized units such as intensive care, recovery rooms, or burn units. There they perform special nursing procedures and operate sophisticated equipment to provide care for seriously ill or injured patients. In some instances, experienced LPN's supervise hospital attendants and nursing aides.

LPN's who work in private homes provide day-to-day patient care that seldom involves highly technical procedures or complicated equipment. In addition to providing nursing care, they may prepare meals, see that patients are comfortable, and help keep up their morale. They may teach family members how to perform simple nursing tasks.

In doctors' offices and clinics, LPN's prepare patients for examination and treatment, administer medications, apply dressings, and teach patients prescribed health care regimens. They also may make appointments and record information about patients.

Working Conditions

Practical nurses in hospitals generally work 40 hours a week, but often this includes some work at night and on weekends and holidays. Although their work is not strenuous, they often must stand for long periods and help patients move in bed, stand or walk.

In private homes, LPN's usually work 8 to 12 hours a day and go home at night. Private duty nursing affords a great deal of independence in setting work hours and the length and frequency of vacations.

Places of Employment

In 1978, about 518,000 persons worked as LPN's--about three-fifths of them in hospitals. Most of the others worked in nursing homes, clinins, doctors' offices, sanitariums and other long-term care facilities. Many worked for public health agencies and welfare and religious organizations. Some self-employed nurses worked in hospitals or in the homes of their patients.

Training, Other Qualifications, and Advancement

All States and the District of Columbia regulate the preparation and licensing of practical nurses. To qualify for a license, applicants must complete a practical nursing course approved by the

State board of nursing and pass a written examination. Educational requirements for enrollment in State-approved programs range from completion of eighth or ninth grade to high school graduation. Many schools do not require completion of high school but they give preference to graduates. In addition, physical examinations and aptitude tests usually are required.

In 1978, about 1,340 State-approved programs provided practical nursing training. Trade, technical, or vocational schools offered more than half of these programs. Other programs were available at junior colleges, local hospitals, health agencies, and private educational institutions. Several programs operated by the Army for military personnel also were State-approved for practical nurse training. Graduates from these programs are eligible for licensure.

Practical nurse training programs generally last 1 year and include both classroom study and clinical practice. Classroom instruction covers nursing concepts and principles and related subjects including anatomy, physiology, medical-surgical nursing, pediatrics, obstetrics, psychiatric nursing, administration of drugs, nutrition, first aid, and community health. In addition, students receive supervised clinical experience— usually in a hospital.

LPN's should be emotionally stable and have a deep regard for human welfare, becasue work with the sick and injured can be upsetting.

As part of a health care team, they must be able to follow orders and work under close supervision.

Advancement opportunities are limited without additional training or formal education. In-service educational programs prepare some LPN's for work in specialized areas, such as post-surgery recovery rooms or intensive care units. In some cases, LPN's may prepare to become registered nurses while they continue to work part time.

Many hospitals give pay increases after specific periods of satisfactory service. Paid holidays and vacation, health, insurance and pension plans are typical benefits provided by hospitals.

Employment Outlook

The employment outlook for LPN's is expected to be very good through the 1980's. Employment should continue to rise much faster than the average for all occupations in response to the needs of a growing population, including a large proportion of older people, and expanded public and private health insurance plans. Also, newly licensed practical nurses will be needed each year in large numbers to replace those who die, retire, or leave the occupation for other reasons.

Related Occupations

Other workers with duties and skills similar to those of LPN's are dental hygienists, emergency medical technicians, occupational therapists, physical therapists, radiologic technologists, and respiratory therapists.

Sources of Additional Information

A list of State-approved training programs and information about practical nursing is available from:

National League for Nursing, 10 Columbus Circle, New York,
N.Y. 10019.

National Association for Practical Nurse Education and
Service, Inc., 122 East 42nd St., Suite 800, New York,
N.Y. 10017.

For information about a career in practical nursing contact:

National Federation of Licensed Practical Nurses, Inc.,
250 West 57th., New York, N.Y. 10019.

Information about employment opportunities in Vetrans Administration hospitals is available from a local Veterans Administration hospital and also from:

Department of Medicine and Surgery, Veterans Administration,
Washington, D.C. 20420.

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* Taken from Occupational Outlook Handbook, 1980-81.

EMPLOYABILITY SKILLS

In addition to the aptitudes, abilities, interests, physical requirements and job skills listed in the preceding Description of Occupation, employability skills exert a great deal of influence on a person's ability to get and keep a job. Surveys indicate that more people lose their jobs because of poor attitudes toward their job than for lack of job skills. For this reason it is important that information concerning the following employability skills be provided as an ongoing part of the program.

1. Getting a job
    a. Filling out job applications
    b. Developing a resume
    c. Preparing for a job interview

2. Keeping a job
    a. Be on time and regular in attendance
    b. Maintain a fair share of the work-load
    c. Work without supervision
    d. Meet production schedules
    e. Properly care for and use equipment
    f. Dress appropriately for the job
    g. Maintain good personal hygiene
    h. Develop and maintain good communication with supervisors and co-workers

DESCRIPTION OF OCCUPATIONAL EXIT POINTS*

355.377-014 PSYCHIATRIC AIDE (medical ser.) assistant therapy aide; asylum attendant; charge attendant; psychiatric attendant; ward attendant.

Assists mentally ill patients, working under direction of nursing and medical staff. Accompanies patients to shower rooms, and assists them in bathing, dressing and grooming. Accompanies patients to and from wards for examination and treatment, and administers prescribed medications. Assists patients in becoming accustomed to hospital routine and encourages them to participate in social and recreational activities, such as visiting, sports and dramatics, to promote rehabilitation. Observes patients to ensure that none wanders from grounds. Feeds patients or attempts to persuade them to eat and notes reasons for rejection of food. Observes patients to detect unusual behavior and aids or restrains them to prevent injury to themselves or other patients. May escort patients off grounds for medical or dental treatment, to library for selection of reading materials and to church services, motion pictures, or athletic contests. May clean rooms, ward furnishings, walls and floors, using water, detergents and disinfectants. May change bed linens. May be designated as WARD SUPERVISOR (medical ser.) when responsible for patient care and other services of a single ward.

355.354-010 PHYSICAL THERAPY AIDE (medical ser.) physical therapy attendant.

Prepares patients for physical therapy treatments, assists PHYSICAL THERAPIST (medical ser.) or PHYSICAL THERAPIST ASSISTANT (medical ser.) during administration of treatments, and administers routine treatments. Assists patients to dress, undress, and put on and remove assistive and supportive devices, such as braces, splints and slings prior to and after treatments. Secures patients into or onto therapy equipment. Supports, turns and stabilizes patients to assist PHYSICAL THERAPIST (medical ser.) or PHYSICAL THERAPIST ASSISTANT (medical ser.) to administer treatments, tests and evaluations. Administers routine treatments, such as hydrotherapy, hot and cold packs and paraffin bath. Safeguards, motivates and assists patients practicing exercises and functional activities. Observes patients during treatments and reports signs of fatigue, distress or other problems. Transports patients to and from treatment area and transfers patients between conveyances and treatment equipment, using transfer techniques appropriate to patient's conditions. Changes linen and arranges treatment supplies and equipment according to standard procedure or written or oral instructions. Cleans work area and equipment after treatment. Prepares hydrotherapy equipment at appropriate temperature and adds disinfectant solutions. Performs miscellaneous clerical and related duties, such as answering telephone, taking messages, running errands, delivering messages and filing patient records. May record treatment given and equipment used. May inventory and requisition supplies and equipment. May adjust fit of supportive and assistive devices for patients, as instructed. May be assigned to specific type of treatment or patient service and be designated PHYSICAL THERAPY AIDE, HYDROTHERAPY (medical ser.); PHYSICAL THERAPY AIDE, TRANSPORT (medical ser.).

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* From D.O.T.

355.674-014 NURSE AIDE (medical ser.) hospital attendant; nursing assistant.

Assists in care of hospital patients, under direction of nursing and medical staff. Answers signal lights and bells to determine patients' needs. Bathes, dresses and undresses patients. Serves and collects food trays and feeds patients requiring help. Transports patients to treatment units, using wheelchair or wheeled carriage, or assist them to walk. Drapes patients for examinations and treatments and remains with patients, performing such duties as holding instruments and adjusting lights. Dusts and cleans patients' rooms. Changes bed linens, runs errands, directs visitors and answers telephone. Takes and records temperature, pulse and respiration rates and food and liquid intake and output, as directed. May apply compresses and hot water bottles. May clean, sterilize, store, prepare and issue dressing packs, treatment trays and other supplies and be designated as NURSE AIDE, CENTRAL SUPPLY (medical ser.). May prepare patients for delivery and clean delivery rooms and be designated as NURSE AIDE, DELIVERY (medical ser.). May bathe, weigh, dress and feed newborn babies and be designated as NURSE AIDE, NURSERY (medical ser.). May clean, sterilize, and assemble into packs, supplies and instruments used in surgery and maintain cleanliness and order of operating rooms and be designated as NURSE AIDE, SURGERY (medical ser.).

355.674-018 ORDERLY (medical ser.)

Performs any combination of following duties, as directed by nursing and medical staff, to care for hospitalized patients: Bathes patients and give alcohol rubs. Cleans and shaves hair from skin area of operative cases. Measures and records intake and output of liquids, and takes and records temperature and pulse and respiration rate. Gives enemas. Carries meal trays to patients. Lifts patients onto and from bed and trasnports patients to hospital areas, such as operating and X-ray rooms, by rolling bed, or using wheelchair or wheeled stretcher. Sets up equipment such as oxygen tents, portable X-ray machines and overhead irrigation bottles. Places anesthesia equipment near operating table and assists in holding patient on table during administration or anesthetic. Sets up bone fracture equipment and assists PHYSICIAN (medical ser.) in putting on casts and braces. Maintains supply of hospital clothing for attending PHYSICIANS (medical ser.). Makes beds and collects soiled linen. Cleans rooms and corridors. Bathes deceased patients, accompanies body to morgue, and places personal belongings in mortuary box. May administer catheterizations and bladder irrigations. May accompany discharged mental patients home, or those transferred to other institutions.

354.377-014 HOME ATTENDANT (per. ser.) home health aide

Cares for elderly, convalescent, or handicapped person in patient's home, performing any combination of the following tasks: Changes bed linens, washes and irons patient's laundry, and cleans patient's quarters. Purchases, prepares and serves food for patient and other members of family, following special prescribed diets. Assists patients into and out of bed, automobile, or wheelchair, to lavatory and up and down stairs. Assists patient to dress, bathe and groom self. Massages patient and applies preparations and treatments, such as liniment or alcohol rubs and heat-lamp stimulation. Administers prescribed oral medications under written direction of physician or as directed by home care nurse. Accompanies ambulatory patients outside home, serving as guide, companion and aide. Entertains patient, reads aloud and plays cards or other games with patient. Performs variety of miscellaneous duties as requested, such as obtaining household supplies and running errands. May maintain records of services performed and of apparent condition of patient. May visit several households to provide daily health care to patients.

355.377-010 OCCUPATIONAL THERAPY AIDE (medical ser.)

Assists OCCUPATIONAL THERAPIST (medical ser.) or OCCUPATIONAL THERAPY ASSISTANT (medical ser.) in occupational therapy program in hospital or similar institution. Performs program support services, such as transporting patient, assembling equipment and preparing and maintaining work areas, as directed by OCCUPATIONAL THERAPIST (medical ser.) or OCCUPATIONAL THERAPY ASSISTANT (medical ser.). Assists in maintaining supplies and equipment. May assist in selected aspects of patient services as assigned.

355.677-014 HOSPITAL ENTRANCE ATTENDANT (medical ser.) hospital messenger.

Directs or escorts incoming patients or visitors from hospital admitting office or reception desk to designated area in hospital or clinic: Carries patient's luggage. Assists patient in walking to prevent accidents by falling or transports nonabmulatory patient, using wheelchair. Delivers messages and file papers for office staff. May be designated according to area assigned as ADMITTING OFFICE GUIDE (medical ser.); OUT-PATIENT-CLINIC-GUIDE (medical ser.).

EXIT POINTS

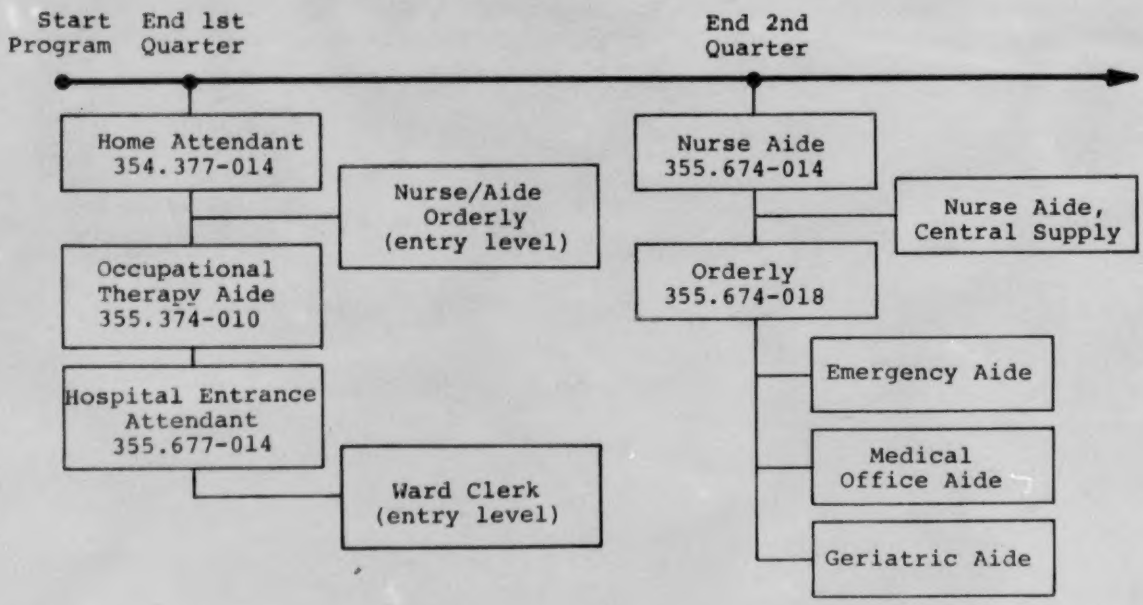
The diagram on the following page is based on the Suggested Course Outline Structure. It graphically illustrates the points in the Practical Nursing program where the student should have acquired the competencies necessary for entry level employment into the job classification indicated. In many cases by the time a student reaches an exit point he/she may have acquired several competencies in addition to those required for the specific job classification.

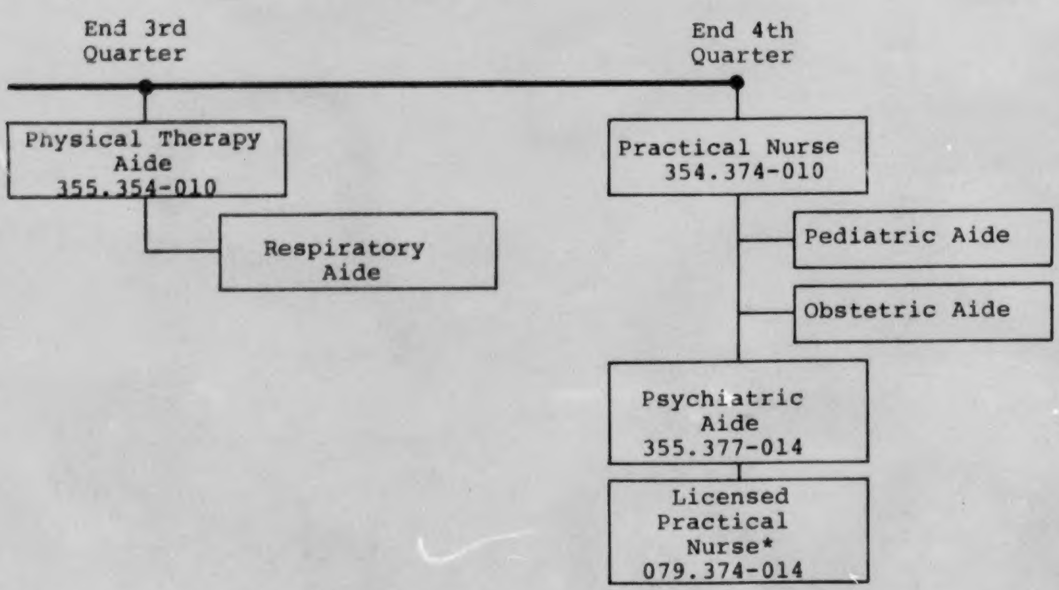
The course outline is structured to prepare students to become Licensed Practical Nurses, therefore, preparation for related occupations is secondary. However, it is recognized that every student, upon leaving a vocational program, should have entry level skills in some related occupation.

The Task Listing by D.O.T. code indicates the entry level skills (tasks) required for the student to be considered employable in a specified occupation. If the local program is individualized it should be relatively easy to move a potential program leaver (drop out) into those skills (tasks) which would qualify the student for one of the listed occupations.

The job titles without D.O.T. code numbers merely indicate a few of the job titles related to the identified D.O.T. exit points.

EXIT POINTS
Practical Nursing


Start Program
End 1st Quarter
End 2nd Quarter
Home Attendant 354.377-014
Nurse/Aide Orderly (entry level)
Occupational Therapy Aide 355.374-010
Hospital Entrance Attendant 355.677-014
Ward Clerk (entry level)
Nurse Aide 355.674-014
Nurse Aide, Central Supply
Orderly 355.674-018
Emergency Aide
Medical Office Aide
Geriatric Aide


End 3rd Quarter
End 4th Quarter
Physical Therapy Aide 355.354-010
Respiratory Aide
Practical Nurse 354.374-010
Pediatric Aide
Obstetric Aide
Psychiatric Aide 355.377-014
Licensed Practical Nurse* 079.374-014

*Must pass the State Board examination to become a Licensed Practical Nurse.

TASK LISTING BY D.O.T. CODE

The tasks are listed in this section in a matrix format that cross references them with the applicable D.O.T codes for the exit point occupational titles. Each task is identified with one or more of the exit point occupational titles. This information may be used to make a specific determination as to when a student has developed the necessary skills to qualify for an exit point. This information is particularly useful in preparing early leavers to meet the requirements for a specific occupational title.

TASK LISTING BY DOT CODE

Practical Nursing

POSSIBLE EXIT POINTS

	DOT DESCRIPTIONS	Licensed Practical Nurse	Practical Nurse	Psychiatric Aide	Physical Therapy Aide	Nurse Aide	Orderly	Home Attendant	Occupational Therapy Aide	Hospital Entrance Attendant		
	DOT NO.	079.374-014	354.374-010	355.377-014	355.354-010	355.674-014	355.674-018	354.377-014	355.374-010	355.677-014		
TASK NO.	TASK NAME											
	FOUNDATIONS											
01	Introduction to Practical Nursing	X										
	PERFOMANCE GROUP I: Personal Care											
01	Maintain Patient Environment	X	X			X	X	X				
02	Assist the Patient to Maintain Oral											
	Hygiene	X	X	X		X	X	X				
03	Assist the Patient with Elimination	X	X	X		X	X	X				
04	Give the Patient a Back Rub	X	X	X	X	X	X	X				
05	Give Bed Bath	X	X	X	X	X	X	X				
06	Assist with Shower	X	X	X	X	X	X	X				
07	Assist with Tub Bath	X	X	X	X	X	X	X				
08	Dress Adult Bed Patient	X	X	X	X	X	X	X				
09	Shave male	X	X	X	X	X	X	X				
10	Give Shampoo to Bed Patient	X	X	X	X	X	X	X				
11	Brush or Comb Hair	X	X	X	X	X	X	X				
12	Care for Nails	X	X	X	X	X	X	X				
13	Adjust Bed to Different Positions	X	X	X	X	X	X	X				
14	Make Unoccupied Bed	X	X	X	X	X	X	X				
15	Make an Occupied Bed	X	X	X	X	X	X	X				

TASK LISTING BY DOT CODE

Practical Nursing

POSSIBLE EXIT POINTS

	DOT DESCRIPTIONS	Licensed Practical Nurse	Practical Nurse	Psychiatric Aide	Physical Therapy Aide	Nurse Aide	Orderly	Home Attendant	Occupational Therapy Aide	Hospital Entrance Attendant		
	DOT NO.	079.374-014	354.374-010	355.377-014	355.354-010	355.674-014	355.674-018	354.377-014	355.374-010	355.677-014		
TASK NO.	TASK NAME											
	PERFORMANCE GROUP II: Aseptic Techniques											
01	Wash Hands	X	X	X		X	X	X				
02	Handle Sterile Equipment & Supplies	X	X	X		X	X					
03	Put on Sterile Gloves	X	X	X		X	X					
	PERFORMANCE GROUP III: Vital Signs											
01	Take Temperature	X	X	X	X	X	X	X				
02	Take Pulse	X	X	X	X	X	X	X				
03	Take Respirations	X	X	X	X	X	X	X				
04	Take Blood Pressure	X	X	X	X	X	X	X				
	PERFORMANCE GROUP IV: Ambulating and Transporting											
01	Assist to Dangle and Ambulate	X	X	X	X	X	X	X	X			
02	Assist with a Wheelchair	X	X	X	X	X	X	X	X	X		
03	Transfer Using a Stretcher	X	X	X	X	X	X	X	X	X		
	PERFORMANCE GROUP V: Nutritional Needs											
01	Serve Food Tray	X	X	X		X	X	X				
02	Feed the Patient	X	X	X		X	X	X				
03	Administer Gavage Feeding	X	X									

TASK LISTING BY DOT CODE

Practical Nursing

	POSSIBLE EXIT POINTS											
	DOT DESCRIPTIONS	Licensed Practical Nurse	Practical Nurse	Psychiatric Aide	Physical Therapy Aide	Nurse Aide	Orderly	Home Attendant	Occupational Therapy Aide	Hospital Entrance Attendant		
	DOT NO.	079.374-014	354.374-010	355.377-014	355.354-010	355.674-014	355.674-018	354.377-014	355.374-010	355.677-014		
TASK NO.	TASK NAME											
	PERFORMANCE GROUP VI: Isolation Techniques											
01	Prepare a Unit for Isolation	X	X	X	X	X	X					
02	Put On and Remove Mask	X	X	X	X	X	X					
03	Put On and Remove Gown	X	X	X	X	X	X					
04	Perform Double Bagging	X	X	X	X	X	X					
05	Serve and Remove Diet Tray in Isolation	X	X	X	X	X	X					
06	Transfer Isolation Patient within Facility	X	X	X	X							
	PERFORMANCE GROUP VII: Ambulation											
01	Ambulate with Assistive Devices	X	X	X	X	X	X	X	X	X		
02	Transfer with Mechanical Lift	X	X	X	X	X	X	X				
	PERFORMANCE GROUP VIII: Treatment of Wounds											
01	Apply Bandages and Binders	X	X	X	X	X	X	X				
02	Apply Sterile Dressings	X	X	X	X			X				
03	Irrigate Wounds	X	X	X	X			X				
	PERFORMANCE GROUP IX: Application of Heat and Cold											
01	Apply Local Cold Treatments	X	X	X	X	X	X	X				

TASK LISTING BY DOT CODE

Practical Nursing

	POSSIBLE EXIT POINTS DOT DESCRIPTIONS	Licensed Practical Nurse	Practical Nurse	Psychiatric Aide	Physical Therapy Aide	Nurse Aide	Orderly	Home Attendant	Occupational Therapy Aide	Hospital Entrance Attendant		
	DOT NO.	079.374-014	354.374-010	355.377-014	355.354-010	355.674-014	355.674-018	354.377-014	355.374-010	355.677-014		
TASK NO.	TASK NAME											
02	Administer Tepid Baths	X	X	X		X	X	X				
03	Apply Local Heat Treatments	X	X	X	X	X	X	X				
04	Assist Patient with Sitz Bath	X	X	X		X	X	X				
	PERFORMANCE GROUP X: Emergency Treatment											
01	Perform Cardioplumonary Resuscitation	X	X	X		X	X	X				
02	Control External Hemorrhage	X	X	X		X	X	X				
03	Evacuate Patients	X	X	X								
	PERFORMANCE GROUP XI: Collect Urine Specimens											
01	Collect a Routine Urine Specimen	X	X			X	X	X				
02	Collect a Clean-Catch Urine Specimen	X	X			X	X	X				
03	Check Urine for Sugar & Acetone and Specific Gravity	X	X			X	X					
04	Collect a 24-hour Urine Specimen	X	X			X	X	X				
	PERFORMANCE GROUP XII: Assist with Bowel Elimination											
01	Given an Enema	X	X			X	X	X				
02	Insert a Rectal Suppository	X	X			X	X	X				

TASK LISTING BY DOT CODE

Practical Nursing

POSSIBLE EXIT POINTS

TASK NO.	TASK NAME	Licensed Practical Nurse	Practical Nurse	Psychiatric Aide	Physical Therapy Aide	Nurse Aide	Orderly	Home Attendant	Occupational Therapy Aide	Hospital Entrance Attendant		
	DOT NO.	079.374-014	354.374-010	355.377-014	355.354-010	355.674-014	355.674-018	354.377-014	355.374-010	355.677-014		
03	Collect a Stool Specimen	X	X			X	X	X				
04	Remove a Fecal Impaction	X	X			X	X	X				
	PERFORMANCE GROUP XIII: Medical Office Skills											
01	Assist with Physical Exam	X	X	X	X							
02	Irrigate Eyes	X	X	X	X							
03	Irrigate Ear	X	X	X	X							
04	Clean and Sterilize Equipment	X	X	X	X							
05	Collect Throat/Nose Specimen	X	X	X	X							
06	Perform Capillary Puncture	X	X		X							
07	Measure Hemoglobin	X	X									
	PERFORMANCE GROUP XIV: Admission, Transfer and Discharge											
01	Receive and Admit a Patient	X	X		X	X						
02	Transfer a Patient	X	X		X	X						
03	Discharge a Patient	X	X		X	X						

TASK LISTING BY DOT CODE

Practical Nursing

POSSIBLE EXIT POINTS

TASK NO.	TASK NAME	Licensed Practical Nurse 079.374-014	Practical Nurse 354.374-010	Psychiatric Aide 355.377-014	Physical Therapy Aide 355.354-010	Nurse Aide 355.674-014	Orderly 355.674-018	Home Attendant 354.377-014	Occupational Therapy Aide 355.374-010	Hospital Entrance Attendant 355.677-014		
	PERFORMANCE GROUP XV: Administer Medication											
01	Administer Oral Medications	X	X	X				X				
02	Administer Parenteral Medications	X	X	X								
	PERFORMANCE GROUP XVI: Post-Mortum Care											
01	Give Post-mortum Care					X	X					
	PERFORMANCE GROUP XVII: Dependent Patient Care											
01	Position Dependent Patient	X	X	X		X	X	X	X			
02	Assist Patient with ROM Exercises	X	X	X		X	X	X	X			
03	Apply Anti-Embolic Stocking	X	X	X		X	X	X				
04	Place Patient on Alternating Pressure Mattress	X	X	X		X	X					
05	Apply Restraints	X	X	X		X	X					
	PERFORMANCE GROUP XVIII: Respiratory Care											
01	Administer Oxygen Correctly	X	X									
02	Assist a Patient with Breathing Exercises	X	X			X	X					
03	Assist a Patient with Postural Drainage	X	X			X	X					

TASK LISTING BY DOT CODE

Practical Nursing

POSSIBLE EXIT POINTS

TASK NO.	TASK NAME	Licensed Practical Nurse	Practical Nurse	Psychiatric Aide	Physical Therapy Aide	Nurse Aide	Orderly	Home Attendant	Occupational Therapy Aide	Hospital Entrance Attendant		
	DOT NO.	079.374-014	354.374-010	355.377-014	355.354-010	355.674-014	355.674-018	354.377-014	355.374-010	355.677-014		
04	Suction a Patient's Upper Respiratory Passage	X	X									
05	Suction a Tracheostomy	X	X									
06	Clean an Inner Cannula of a Tracheostomy	X	X									
07	Assist with Water-Seal Drainage	X	X									
	PERFORMANCE GROUP XIX: Urinary Care											
01	Insert a Catheter into the Urinary Bladder	X	X									
02	Irrigate the Bladder and Give Catheter Care	X	X									
03	Remove a Retention Catheter	X	X									
	PERFORMANCE GROUP XX: Fluid Imbalance											
01	Measure Intake and Output	X	X	X		X	X	X				
02	Care for Patient Receiving I.V. Therapy	X	X	X								
03	Assist Patient with Fluid Imbalance	X	X	X				X				
	PERFORMANCE GROUP XXI: Patient Chart and Records											
01	Record Nursing Care	X	X					X				
02	Transcribe Physician's Orders	X	X		X							

TASK LISTING BY DOT CODE

Practical Nursing

POSSIBLE EXIT POINTS

TASK NO.	TASK NAME	Licensed Practical Nurse	Practical Nurse	Psychiatric Aide	Physical Therapy Aide	Nurse Aide	Orderly	Home Attendant	Occupational Therapy Aide	Hospital Entrance Attendant		
	DOT NO.	079.374-014	354.374-010	355.377-014	355.354-010	355.674-014	355.674-018	354.377-014	355.374-010	355.677-014		
03	Receive and Deliver Mail, Gifts & Flowers	X	X			X	X	X				
04	Fill out Charge Slips	X	X		X							
05	Accept and Relay Telephone Messages	X	X		X	X	X	X				
06	Maintain Inventory	X	X		X							
07	Prepare and Maintain Daily Census	X	X									
08	Graph T.P.R.	X	X				X					
	PERFORMANCE GROUP XXII: Orthopedic Care											
01	Care for Orthopedic Patient with a Cast	X	X				X					
02	Apply or Remove Braces	X	X			X	X	X				
03	Apply or Remove Skin Traction	X	X									
04	Operate Turning Frame	X	X									
05	Operate Circ-o-letric Bed	X	X									
	PERFORMANCE GROUP XXIII: Surgical Patient Care											
01	Give Pre-operative Skin Care	X	X	X								
02	Prepare Patient for Surgery	X	X	X								
03	Give Immediate Post-op Care	X	X	X								
	PERFORMANCE GROUP XXIV: Special G.I. Care											
01	Change Colostomy Drainage Bag	X	X			X	X	X				
02	Irrigate Colostomy	X	X			X	X	X				

TASK LISTING BY DOT CODE

Practical Nursing

POSSIBLE EXIT POINTS

TASK NO.	TASK NAME	Licensed Practical Nurse	Practical Nurse	Psychiatric Aide	Physical Therapy Aide	Nurse Aide	Orderly	Home Attendant	Occupational Therapy Aide	Hospital Entrance Attendant		
	DOT NO.	079.374-014	354.374-010	355.377-014	355.354-010	355.674-014	355.674-018	354.377-014	355.374-010	355.677-014		
03	Care for Naso-gastric Tube	X	X									
	PERFORMANCE GROUP XXV: Pediatric Care											
01	Carry Infant	X	X		X	X	X	X				
02	Weigh and Measure Infant	X	X		X	X	X	X				
03	Collect Urine Specimen	X	X		X							
04	Give Daily Care to Newborn	X	X		X	X	X	X				
05	Feed an Infant	X	X		X	X	X	X				
06	Put on Sterile Gown	X	X	X								
07	Set up a Child-Adult Mist Tent	X	X									
	PERFORMANCE GROUP XXVI: Maternity Care											
01	Count and Report Fetal Heart Rate	X	X									
02	Time Contractions	X	X									
03	Suction Infant's Respiratory Passages	X	X									
04	Identify Newborn	X	X									
05	Irrigate Eyes with Silver Nitrate	X	X									
06	Give Perineal Care to Male & Female	X	X			X	X					
07	Administer Vaginal Irrigations and Medications	X	X			X	X					

SECTION IV

CURRICULUM STRUCTURE & COURSE OUTLINE

CURRICULUM STRUCTURE

The following examples of curriculum structures are provided to illustrate the different ways a PN curriculum may be structured. The examples are not intended to imply there aren't other ways to structure the curriculum.

Alternative 1 is based on the curriculum outline. The other alternatives are examples from various programs within Georgia. The time estimates of each alternative is based on the State Board minimum requirements for PN programs. However, many PN programs within Georgia, require more than the minimum time for completion. Additional hours may be included in each quarter by estimating eight hours each day for clinical practice. The actual amount of time required for each course will depend upon the instructor, the students and facilities available.

Each instructor is encouraged to structure their curriculum and make time estimates based on the minimum state requirements, their experience, students' needs and the local facilities (classroom, lab and clinic) available.

PRACTICAL NURSING CURRICULUM STRUCTURE

Alternative 1

Course Number	Course	Clock Hours
	First Quarter	
	Introduction to Practical Nursing (Personal and Vocational Relationships)	40
	Anatomy and Physiology	28
	Medical-Surgical Nursing	24
	Pharmocology	10
	Psychiatric Nursing	10
	Nutrition	50
	Fundamentals of Nursing	31
	Clinical Practice	157
		350
	Second Quarter	
	Anatomy and Physiology	34
	Medical-Surgical Nursing	64
	Fundamentals of Nursing	48
	Clinical Practice	207
		347
	Third Quarter	
	Anatomy and Physiology	44
	Medical-Surgical Nursing	76
	Fundamentals of Nursing	25
	Clinical Practice	226
		371

Fourth Quarter

Anatomy and Physiology	4
Pharmocology	20
Medical-Surgical Nursing	6
Nursing of Children	20
Psychiatric Nursing	10
Maternal and Newborn Care	50
Fundamentals of Nursing	13
Clinical Practice	212
	335

PRACTICAL NURSING CURRICULUM STRUCTURE

Alternative 2

Course Number	Course	Clock Hours
	First Quarter	
	Personal & Vocational Relationships	40
	Anatomy & Physiology	110
	Fundamentals of Nursing	110
	Nutrition	50
	Pharmocology	14
	Medical-Surgical Nursing	26
		350
	Second Quarter	
	Medical-Surgical Nursing	84
	Pharmacology	16
	Clinical Practice	250
		350
	Third Quarter	
	Medical-Surgical Nursing	60
	Maternal and Newborn Care	50
	Clinical Practice	240
		350
	Fourth Quarter	
	Phychiatric Nursing	20
	Nursing of Children	20
	Clinical Practice	310
		350

PRACTICAL NURSING CURRICULUM STRUCTURE

Alternative 3

Course Number	Course	Clock Hours
	First Quarter	
	Personal and Vocational Relationships	40
	Anatomy and Physiology	110
	Pharmacology	30
	Nutrition	50
	Fundamentals of Nursing	50
	Medical-Surgical Nursing	30
	Clinical Practice	40
		350
	Second Quarter	
	Medical-Surgical Nursing	87
	Fundamentals of Nursing	40
	Clinical Practice	223
		350
	Third Quarter	
	Maternal and Newborn Care	50
	Medical-Surgical Nursing	40
	Fundamentals of Nursing	10
	Clinical Practice	250
		350

Fourth Quarter

Psychiatric Nursing	20
Nursing of Children	20
Medical-Surgical Nursing	13
Fundamentals of Nursing	10
Clinical Practice	287
	350

PRACTICAL NURSING CURRICULUM STRUCTURE

Alternative 4

Course Number	Course	Clock Hours
	First Quarter	
	Personal and Vocational Relationships	40
	Anatomy and Physiology	110
	Pharmocology	30
	Nutrition	50
	Medical-Surgical Nursing	10
	Fundamentals of Nursing	110
		350
	Second Quarter	
	Medical-Surgical Nursing	126
	Medical-Surgical Clinical Practice	224
		350
	Third Quarter	
	Medical-Surgical Nursing	34
	Medical-Surgical Clinical Practice	73
	Psychiatric Nursing	20
	Phychiatric Nursing Clinical Practice	70
	Maternal and Newborn Care	50
	Maternal and Newborn Clinical Practice	83
	Nursing of Children	20
		350
	Fourth Quarter	
	Nursing of Children Clinical Practice	75
	General Clinical Practice	275
		350

COURSE OUTLINE

The sample course outline is to be used as an example to facilitate the development of alternative outlines for the individual learner. The listing of the tasks within a quarter is not meant to indicate a required sequence or pattern. All the tasks are independent except for the listed prerequisites; therefore a group of students may begin the quarters by learning different tasks. This allows better coordination of the clinical hours, and the learning objectives may be selected according to the type of clinical practice available. The specific information required to teach the skills and related nursing theory for each unit/task is included on the corresponding unit guide sheet in the Unit Guide section.

The time estimations for completion of the activities are based on the State Board Requirements for PN programs. The estimates are a minimum amount of time required and should be extended according to the learners individual needs. The clinical hours may be rearranged according to the needs of the learners and to any constraints imposed by the clinical agency. A minimum of 800 clinical hours is required for a PN student. The clinical hours are not included in each performance group; however, they are noted at the end of each quarter and directly correspond to the clinical hours listed on each unit guide sheet.

Exit points have been identified for each of the four quarters and are listed in chart form (refer to the table of contents). In addition the exit points are identified in the Task Listing by D.O.T. Code Table. These will provide a means for employment for learners who master the skills but not the theory. A competency record of all the tasks the learner can perform safely should be given to the prospective employers. These exit points will improve attrition problems for schools and should prevent a feeling of failure for learners who do not complete the entire PN program.

NOTE: Although the nursing theory is not listed in the course outline the theory units are referenced to the related tasks through a Task/Nursing Theory Cross Reference Matrix. The matrix is presented immediately following the course outline.

Suggested Course Outline Structure for Practical Nursing

Quarter I

Unit/task	Title	Classroom hours:minutes
	Foundations	
HO 2:00	Introduction to Practical Nursing	57:00*
	Performance Group: Personal Care	
30.00	Maintain Patient Environment	0:30
1.01	Assist the Patient to Maintain Oral Hygiene	2:00
1.02	Assist the Patient with Elimination	1:00
1.03	Give the Patient a Back Rub	5:00*
2.01	Give Bed Bath	1:00
2.02	Assist with Shower	:30
2.03	Assist with Tub Bath	9:00*
2.04	Dress Adult Bed Patient	1:00
3.01	Shave Male	0:30
3.02	Give Shampoo to Bed Patient	1:00
3.03	Brush or Comb Hair	0:30
3.04	Care for Nails	1:00
4.01	Adjust Bed to Different Positions	0:30
4.02	Make Unoccupied Bed	1:30
4.03	Make an Occupied Bed	1:00
		26:00
	Performance Group: Aseptic Techniques	
5.01	Wash Hands	6:00*
5.02	Handle Sterile Equipment & Supplies	1:00
5.03	Put on Sterile Gloves	1:00
		8:00
	Performance Group: Vital Signs	
7.01	Take Temperature	5:00*
7.02	Take Pulse	25:00*
7.03	Take Respirations	9:00
7.04	Take Blood Pressure	5:00*
		44:00

Performance Group: Ambulating and Transporting

8.01	Assist to Dangle and Ambulate	5:00*
8.02	Assist with a Wheelchair	1:00
8.05	Transfer using a Stretcher	1:00
		7:00

Performance Group: Nutritional Needs

14.01	Serve Food Tray	49:00*
14.02	Feed the Patient	1:00
14.03	Administer Gavage Feeding	1:00
		52:00

Quarter I Classroom Hours:	192.00
Quarter I Clinical Hours:	157:30
Total Quarter Hours:	350:30

* Classroom hours include instruction in the nursing theory units. The task/theory cross-reference matrix lists the nursing theory for each task(unit).

Quarter II

Unit/task	Title	Classroom hours:minutes
	Performance Group: Isolation Technique	
6.01	Prepare a Unit for Isolation	5:00*
6.02	Put on and Remove Mask	0:30
6.03	Put on and Remove Gown	0:30
6.04	Perform Double Bagging	0:30
6.05	Serve and Remove Diet Tray in Isolation	0:30
6.06	Transfer Isolation Patient Within Facility	0:30
		7:30
	Performance Group: Care of the Geriatric Patient	
8.03	Ambulate with Assistive Devices	18:00*
8.04	Transfer with a Mechanical Lift	1:00
		19:00
	Performance Group: Treatment of Wounds	
10.01	Apply Bandages and Binders	1:00
10.02	Apply Sterile Dressings	1:00
10.03	Irrigate Wounds	1:00
		3:00
	Performance Group: Application of Heat and Cold	
11.01	Apply Local Cold Treatments	1:00
11.02	Administer Tepid Baths	1:00*
11.03	Apply Local Heat Treatments	1:00
11.04	Assist Patient with Sitz Bath	1:00
		4:00
	Performance Group: Emergency Treatment	
12.01	Perform Cardiopulmonary Resuscitation	8:00
12.02	Control External Hemorrhage	1:00
12.03	Evacuate Patients	0:30
		9:30

Performance Group: Collect Urine Specimens

15.01	Collect a Routine Urine Specimen	25:00*
15.02	Collect a Clean-Catch Urine Specimen	1:00
15.03	Check Urine for Sugar & Acetone and Specific Gravity	13:00
15.07	Collect a 24-hour Urine Specimen	1:00
		40:00

Performance Group: Assist with Bowel Elimination

16.01	Give an Enema	1:30
16.02	Insert a Rectal Suppository	0:30
16.03	Collect a Stool Specimen	0:30
16.04	Remove a Fecal Impaction	0:30
		3:00

Performance Group: Medical Office Skills

17.01	Assist with Physical Exam	2:00
17.02a	Irrigate Eyes	5:00*
17.02b	Irrigate Ear	5:00*
17.03	Clean and Sterilize Equipment	1:00
17.04	Collect Throat/Nose Specimen	0:30*
25.01	Perform Capillary Puncture	17:00*
25.02	Measure Hemoglobin	1:00
		31:00

Performance Group: Admission, Transfer and Discharge

18.01	Receive and Admit a Patient	1:00
18.02	Transfer a Patient	0:30
18.03	Discharge a Patient	0:30
		2:00

Performance Group: Administer Medication

19.01	Administer Oral Medications	8:00*
19.02	Administer Parenteral Medications	4:00
		12:00

Performance Group: Give Care to the Dying Patient

27.00	Give Post-Mortum Care	9:00*

Quarter II Classroom Hours:	140:00
Quarter II Clinical Hours:	207:00
Total Quarter Hours:	347:00

* Classroom hours include instruction in the nursing theory units. The task/theory cross-reference matrix lists the nursing theory for each task (unit).

Quarter III

Unit/task	Title	Classroom hours:minutes
	Performance Group: Give Care to a Dependent Patient	
9.01	Position Dependent Patient	34:00*
9.02	Assist Patient with ROM Exercises	1:00
9.03	Apply Anti-Embolic Stocking	4:30*
9.04	Place Patient on Alternating Pressure Mattress	1:00*
9.05	Apply Restraints	:30
		41:00
	Performance Group: Give Respiratory Care	
13.01	Administer Oxygen Correctly	17:00*
13.02	Assist a Patient with Breathing Exercises	1:00*
13.03	Assist a Patient with Postural Drainage	1:00*
13.04	Suction a Patient's Upper Respiratory Passage	1:00
13.05	Suction a Tracheostomy	1:00
13.06	Clean an Inner Cannula of a Tracheostomy	1:00
13.08	Assist with Water-Seal Drainage	1:00*
		23:00
	Performance Group: Give Urinary Care	
15.04	Insert a Catheter into the Urinary Bladder	1:00
15.05	Irrigate the Bladder and Give Catheter Care	5:00*
15.06	Remove a Retention Catheter	1:00
		11:00
	Performance Group: Give Care to Patient with a Fluid Imbalance	
21.01	Measure Intake and Output	1:00
21.02	Care for Patient Receiving I.V. Therapy	1:00
21.03	Assist Patient with Fluid Imbalance	9:00*
		11:00

Performance Group: Maintain Patient Chart and Records

22.01	Record Nursing Care	2:00
22.02	Transcribe Physician's Orders	2:00
22.03	Receive and Deliver Mail, Gifts & Flowers	0:30
22.04	Fill out Charge Slips	0:15
22.05	Accept and Relay Telephone Messages	0:30
22.06	Maintain Inventory	0:15
22.07	Prepare and Maintain Daily Census	0:15
22.08	Graph T.P.R.	0:30
		6:15

Performance Group: Give Care to the Orthopedic Patient

26.01	Care for Orthopedic Patient With a Cast	8:30*
26.02	Apply or Remove Braces	8:30*
26.03	Apply or Remove Skin Traction	0:30
26.04	Operate Turning Frame	0:30
26.05	Operate Circ-o-lectic Bed	0:30
		18:30

Performance Group: Give Care to the Surgical Patient

28.01	Give Pre-operative Skin Care	1:00
28.02	Prepare Patient for Surgery	5:00*
28.03	Give Immediate Post-op Care	13:00
		19:00

Performance Group: Give Special G.I. Care

29.01	Change Colostomy Drainage Bag	9:00
29.02	Irrigate Colostomy	1:00
29.03	Care for Naso-gastric Tube	9:00*
		19:00

Quarter III Classroom Hours:	145:00
Quarter III Clinical Hours:	226:00
Total Quarter Hours:	371:00

* Classroom hours include instruction in the nursing theory units. The task/theroy cross-reference matrix lists the nursing theory for each task (unit).

Quarter IV

Unit/task	Title	Classroom hours:minutes
	Performance Group: Give Care to the Pediatric Patient	24:00*
23.01	Carry Infant	0:30
23.02	Weigh and Measure Infant	0:30
23.03	Collect Urine Specimen	0:30
23.04	Give Daily Care to Newborn	2:00
23.05	Feed an Infant	1:00
20.00	Put on Sterile Gown	0:30
13.07	Set up Child-Adult Mist Tent	0:30
		29:30
	Performance Group: Give Care to the Maternity Patient	48:00*
24.01	Count and Report Fetal Heart Rate	5:00*
24.02	Time Contractions	1:00
24.03	Suction Infant's Respiratory Passages	0:30
24.04	Identify Newborn	0:30
24.05	Irrigate Eyes with Silver Nitrate	2:30*
24.06	Give Perineal Care to Male & Female	1:00
24.07	Administer Vaginal Irrigations and Medications	5:00*
		63:30
	Performance Group: Give Care to the Mentally Ill Patient	10:00*
	Performance Group: Give Total Patient Care	20:00*

At this point the student should perform all tasks learned in previous quarters by giving primary patient care, performing team leader functions and planning nursing care.

A review of the medical surgical nursing theory units indicated in the Task/Theory Cross Reference Table will reinforce the learning of Pharmocology.

Quarter IV Classroom Hours:	123:00
Quarter IV Clinical Hours:	212:00
Total Quarter Hours:	335:00

TASK/NURSING THEORY CROSS REFERENCE MATRIX

Tasks/Units	Related Nursing Theory							
	PVR	NDT	BDA	AP	NC	MN	MHI	MS
Introduction to Practical Nursing	1.00 2.00 3.00 4.00 5.00		1.00 2.00	1.00			1.00	
1.03 Give Back Rub				5.03				
2.03 Assist with Tub Bath								7.01 7.02
5.01 Wash Hands								1.01
6.01 Prepare Isolation Unit								3.00
7.01 Take Temperature								1.02
7.02 Take Pulse				3.02 3.03				9.01
7.03 Take Respiration				7.00				13.01
7.04 Take Blood Pressure								10.01
8.01 Assist to Ambulate								5.01
8.03 Assist with Assistive Device								5.02
9.01 Position Dependent Patient				4.00				15.00
9.03 Apply TED's				3.01 3.03				10.02
9.04 Use alternating Pressure Mattress								6.00
11.02 Give Tepid Bath								1.02
13.01 Administer Oxygen				7.00				13.00
13.02 Assist with Breathing Exercises								13.02
13.03 Assist a Patient with Postural Drainage								13.02
13.07 Set up Mist Tent					3.02			13.03

TASK/NURSING THEORY CROSS REFERENCE MATRIX

Tasks/Units	Related Nursing Theory							
	PVR	NDT	BDA	AP	NC	MN	MHI	MS
13.08 Assist with Water Seal Drainage								13.04
14.01 Serve Diet Tray		1.00 2.00 3.00 4.00 5.00		6.00				
15.01 Collect Routine Urine Specimen				8.01 8.02				12.00
15.03 Test Urine for Sugar & Acetone				10.00				17.00
15.05 Irrigate Catheter								18.03
17.02a Irrigate Eyes				5.01				16.01 16.02
17.02b Irrigate Ear				5.02				16.03 16.04
17.04 Collect Throat/ Nose Specimen								1.01 13.01 13.03
19.01 Administer Oral Medications								2.00
21.03 Care for Patient with Fluid Imbalance				11.00				7.03
23.00 Infant Care					1.00 2.00 3.00 4.00 5.00 6.00			
24.00 Maternity and Newborn Care				9.00		1.00 2.00 3.00 4.00 5.00 6.00		18.01 18.02 18.04

TASK/NURSING THEORY CROSS REFERENCE MATRIX

Tasks/Units	Related Nursing Theory							
	PVR	NDT	BDA	AP	NC	MN	MHI	MS
25.01 Recognize glassware & use safely				3.01 3.04				8.01 8.02
26.01 Care for Orthopedic Patient with a cast				2.01				14.03
26.02 Apply or remove brace				2.01 2.02				14.01 14.02
27.00 Give Post-Mortum Care								5.03 6.00
28.02 Prepare Patient for Surgery								4.01
28.03 Give Immediate Post-op Care								4.02 4.03 4.04
29.01 Change Colostomy Drainage Bag				6.01				11.01 11.03
29.03 Care for Nasogastric Tube								11.02 11.04
Give Total Patient Care			2.00					4.04 7.01 8.01 9.01 10.01 11.01 12.01 13.01 14.01 15.00 16.01 17.01
Give Care to the Mentally Ill Patient							2.00	

SECTION V

UNIT GUIDES

UNIT GUIDES

Description

In this section the tasks to be taught in each course are presented in sequential order. Each task is listed on a separate page so that it may be taken out of the guide for daily lesson planning or regrouped with other tasks to fit the individual teacher's own preference for teaching order. The task pages may be used for planning and executing group instruction or for individualized instruction. Each page in the UNIT GUIDES section contains the following information:

TASK: This is a short and concise statement of the task to be taught.

PERFORMANCE OBJECTIVE: The performance expected of the student after completing the unit is stated in stem form, without a specific statement of all conditions, equipment, and performance standard (these are listed in a criterion referenced measure in the Evaluation section of the task page).

INSTRUCTIONAL ACTIVITIES: Suggested learning activities are presented. These activities include providing information, demonstration, use of audio-visuals, and practical applications.

INSTRUCTIONAL MATERIALS: The materials that are necessary to carry out the instructional activities are listed. These include instructional units, textbooks, audio-visuals and equipment.

EVALUATION: This section contains a criterion referenced measure (where appropriate) and reference to any test items or other evaluation measures that are available to the teacher. The criterion referenced measure contains three parts--Condition, Performance and Standard.

CLASSROOM HOURS: The estimated time for completion of the instructional activities and the evaluation are indicated. This time estimate is stated in hours of classroom time. The clinical hours related to each task are listed separately. Although the clinical hours are listed for each task it is understood that these hours are normally included in a clinical practicum block during the quarter.

TASK/NURSING THEORY CROSS REFERENCE MATRIX

The Cross Reference Matrix cross references the tasks with the related nursing theory. The Nursing Theory instructional units are listed on the Unit Guide Sheets for each of the task/units. The Matrix will aid the teacher in identifying the nursing theory units as they relate to the nursing tasks.

*Indicates nursing theory required for all LPN candidates.

TASK

Introduction to Practical Nursing

PERFORMANCE OBJECTIVE

Provided the necessary equipment and resources complete the required prerequisites for administering patient care.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Importance of patient diagnosis to nursing care.
b. Why efficiency of time and energy is necessary
c. Proper handwashing technique
d. Basic safety precautions for patient care
e. Personal characteristics needed for practical nurses
f. Emotional effects of illness on patients
g. Therapeutic communication techniques for nurses
h. Basic mathematics required for practical nurses
i. Pharmacology
j. Introduction to human anatomy

Provide A/V On:

Orientation

Laboratory Practice:

Have learner practice the following:

a. Handwashing
b. Safe body mechanics
c. Communication techniques
d. Solving math and drug problems
e. Following guidelines to patient care

INSTRUCTIONAL MATERIALS

Instructional Units:

a. Intro HO 2.00
b. PVR 1.00 - 5.00 Personal and vocational relationships
c. MHI 1.00 Mental health
d. BDA 1.00 - 2.00 Basic drug administration
e. AP 1.00 General plan of the body

Textbooks:

a. Anthony
b. Becker and Fendler
c. Fitch
d. Hornemann
e. Milliken
f. Thompson and Rosdahl

A/Vs:

Trainex, "Orientation - Joining the Health Team"

CLASSROOM HOURS

57

EVALUATION

a. Given the necessary equipment and resources, the learner will complete all the necessary prerequisites for administering patient care.

b. Test questions are available in Health Occupations, All Other Test Items, PVR 1.00-5.00, MHI 1.00, BDA 1.00-2.00, and AP 1.00.

TASK

1.01 Assist the patient to maintain oral hygiene
1.01a Assist a conscious patient to maintain oral hygiene

PERFORMANCE OBJECTIVE

Provided a conscious patient and the necessary equipment and supplies, assist the patient in maintaining oral hygiene.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

Intro HO 2.00

Provide Information On:

- a. Importance of oral hygiene
- b. When procedure is needed
- c. Steps of procedure

Provide A/V On:

Oral hygiene

Demonstration of Tasks:

By instructor or peer who has mastered the task, using mannequin or another student as the patient

Laboratory Practice:

Have learner follow procedure using a classmate as the patient

Clinical Application:

Have learner assist a patient to maintain oral hygiene.

Related Tasks:

- a. HOS 1.01b
- b. HOS 1.01c

(continued on next page)

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 1.01 Assist patient with oral hygiene

Textbooks:

- a. Hornemann
- b. Lewis

A/Vs:

Trainex "Oral Hygiene"

Equipment:

- a. Toothbrush
- b. Toothpaste
- c. Emesis basis
- d. Cup of water
- e. Mouth wash

*Clinical Hours: 1 hr. 35 min.

CLASSROOM HOURS 1

EVALUATION 1.01a (continued)

a. Given the necessary equipment, the learner will assist a conscious patient to maintain oral hygiene according to performance checklist HOS 1.01a and Intro HO 2.00.

b. Test questions are available in HOS Test Items, HOS 1.00.

INSTRUCTIONAL ACTIVITIES (continued)

Related Tasks:

If learner has completed either of the above, the instructional activities for 1.01a have been covered with the exception of the demonstration.

TASK

1.01 Assist the patient to maintain oral hygiene
1.01b Maintain oral hygiene for an unconscious patient

PERFORMANCE OBJECTIVE

Provided an unconscious patient and the necessary equipment, administer oral hygiene to the patient.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

Intro HO 2.00

Provide Information On:

a. Importance of oral hygiene for the unconscious patient
b. Safety precautions
c. Steps of procedure

Provide A/V On:

Oral hygiene

Demonstration of Tasks:

By instructor or a peer who has mastered the task, using a mannequin as the patient

Laboratory Practice:

Have learner follow procedure using a mannequin as the patient

Clinical Application:

Have learner give oral hygiene to an unconscious patient

Related Tasks:

a. HOS 1.01a
b. HOS 1.01c

(continued on next page)

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 1.01 Assist patient with oral hygiene

Textbooks:

a. Hornemann
b. Lewis

A/Vs:

Trainex "Oral Hygiene"

Equipment:

a. Cotton applications with lubricant
b. Tongue blades
c. Mouth wash
d. Emesis basin
e. Towel
f. Mannequin

*Clinical Hours: 1 hr. 35 min.

CLASSROOM HOURS

30 min.

EVALUATION 1.01b (continued)

a. Given the necessary equipment, the learner will administer oral hygiene to an unconscious patient according to performance checklists HOS 1.01b and Intro HO 2.00.

b. Test questions are available in HOS Test Items, HOS 1.02.

INSTRUCTIONAL ACTIVITIES (continued)

Related Tasks:

If the learner has completed either of the above lessons the instructional activities for 1.01b have been completed with the exception of the demonstration.

TASK

1.01 Assist the patient to maintain oral hygiene
1.01c Assist a patient with dentures to maintain oral hygiene

PERFORMANCE OBJECTIVE

Provided a conscious patient with dentures and the necessary supplies, assist the patient to maintain oral hygiene.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

Intro HO 2.00

Provide Information On:

a. Importance of oral hygiene
b. Care of dentures
c. Steps of procedure

Provide A/V On:

Oral hygiene

Demonstration of Tasks:

By instructor or a peer who has mastered the task, using a practice denture set

Laboratory Practice:

Have learner cleanse a denture set

Clinical Application:

Have learner assist a patient who wears dentures to maintain oral hygiene.

Related Tasks:

a. HOS 1.01a
b. HOS 1.01b

(continued on next page)

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 1.01 Assist patient with oral hygiene

Textbooks:

a. Hornemann
b. Lewis

A/Vs:

Trainex "Oral Hygiene"

Equipment:

a. Denture cleanser
b. Denture cup
c. Denture brush
d. Mouth wash

*Clinical Hours: 1 hr. 35 min.

CLASSROOM HOURS 30 min.

EVALUATION 1.01c (continued)

a. Given the necessary equipment, the learner will assist a conscious patient who wears dentures to maintain oral hygiene according to performance checklists Intro HO 2.00 and HOS 1.01c.

b. Test questions are available in HOS Test Items, HOS 1.03.

INSTRUCTIONAL UNITS (continued)

Related Tasks:

If learner has completed either of the above lessons the instructional activities for 1.01c have been completed with the exception of the demonstration.

TASK

1.02 Assist the patient with elimination
1.02a Assist with bedside commode

PERFORMANCE OBJECTIVE

Provided a patient, a bedside commode and the necessary supplies, assist the patient to use bedside commode.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. Intro HO 2.00
b. 8.01 Assist to ambulate

Provide Information On:

a. When a bedside commode is used
b. Safety factors
c. Steps of procedure

Demonstration of Tasks:

By instructor or a peer who has mastered the task, usind another student as the patient.

Laboratory Practice:

Have learner follow the procedure using a classmate as the patient.

Clinical Application:

Have learner assist a patient to use a bedside commode.

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 1.02 Assist patient with elimination

Textbooks:

Lewis

A/Vs:

Trainex, "Assisting Your Patient with Elimination"

Equipment:

a. Bedside commode
b. Tissue

*Clinical Hours: 1 hr. 35 min.

CLASSROOM HOURS 30 min.

EVALUATION 1.02a (continued)

Given the necessary equipment, the learner will assist a patient with elimination by provided assistance to use a bedside commode according to performance checklists HOS 1.02a and Intro HO 2.00.

TASK

1.02 Assist the patient with elimination
1.02b Assist with bedpan

PERFORMANCE OBJECTIVE

Provided a bed patient and the necessary equipment, assist the patient in using a bedpan.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

Intro HO 2.00

Provide Information On:

a. Use of bedpan
b. Safety precautions
c. Steps of procedure

Provide A/V On:

Assisting with bedpan

Demonstration of Tasks:

By instructor or a peer who has mastered task, using a mannequin or another student as the patient.

Laboratory Practice:

Have learner follow the procedure using a classmate as the patient.

Clinical Application:

Have learner assist a patient to use a bedpan.

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 1.02 Assist patient with elimination

Textbooks:

a. Hornemann
b. Lewis

A/Vs:

Trainex "Assisting Your Patient with Elimination"

Equipment:

a. Bedpan and cover
b. Tissue
c. Wash cloth
d. Towel
e. Basin of warm water
f. Soap

*Clinical Hours: 1 hr. 35 min.

CLASSROOM HOURS 15 min.

EVALUATION 1.02b (continued)

Given the necessary equipment, the learner will assist a patient to use a bedpan according to performance checklists HOS 1.02b and Intro HO 2.00.

TASK

1.02 Assist the patient with elimination
1.02c Assist with urinal

PERFORMANCE OBJECTIVE

Provided a male patient and the necessary equipment, assist the patient to use a urinal.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. Intro HO 2.00
b. 1.02b Assist with bedpan

Provide Information On:

a. Use of urinal
b. Steps of procedure

Provide A/V On:

Assisting with urinal

Demonstration of Tasks:

By instructor or peer who has mastered the task, using a mannequin as the patient.

Clinical Application:

Have learner assist a patient to use a urinal.

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 1.02 Assist patient with elimination

Textbooks:

a. Hornemann
b. Lewis

A/Vs:

Trainex "Assisting Your Patient with Elimination"

Equipment:

a. Urinal and cover
b. Basin of warm water
c. Wash cloth
d. Soap
e. Towel
f. Mannequin

*Clinical Hours: 1 hr. 35 min.

CLASSROOM HOURS 15 min.

EVALUATION 1.02c (continued)

Given a patient and the necessary equipment, the learner will assist the patient to use a urinal according to performance checklists Intro HO 2.00 and HOS 1.02c.

TASK

1.03 Give back rub

PERFORMANCE OBJECTIVE

Provided a patient and the necessary supplies, administer a back rub.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

Intro HO 2.00

Provide Information On:

a. Reason for back rub
b. Anatomy of skin*
c. Patients who require special skin care*
d. Decubitus ulcer
e. Steps of procedure

Provide A/V On:

a. Procedure
b. Decubiti care

Demonstration of Tasks:

By instructor or a peer who has mastered the task, using a mannequin or another student as the patient.

Laboratory Practice:

Have learner follow the procedure using a classmate as the patient.

Clinical Application:

Have learner give a back rub to a patient

(continued on next page)

INSTRUCTIONAL MATERIALS

Instructional Units:

a. HOS 1.03 Give back rub
b. AP 5.03* Anatomy of skin

Textbooks:

a. Hornemann
b. Lewis
c. Thompson and Rosdahl

A/Vs:

Trainex:
  a. "Bed Bath"
  b. "Prevention and Treatment of Decubiti"

Equipment:

a. Lotion
b. Alcohol
c. Mannequin

*Clinical Hours: 4 hrs. 50 min.

CLASSROOM HOURS 5

EVALUATION 1.03 (continued)

a. Given a patient and the necessary supplies, the learner will administer a back rub according to performance checklists Intro HO 2.00 and HOS 1.03.

b. Test questions are available in HOS Test Items, HOS 1.03 and All Other Test Items, AP 1.04*.

INSTRUCTIONAL ACTIVITIES (continued)

Related Tasks:

a. 3.01 Give bed bath
If learner has completed the above task only a demonstration of this procedure may be necessary.

b. 9.04 Assist with alternating pressure mattress
Completion of the above task should follow giving a back rub.

TASK

2.01 Give a bed bath

PERFORMANCE OBJECTIVE

Provided a bed patient and the necessary supplies, give a complete bed bath to the patient.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

Intro HO 2.00

Provide Information On:

a. Importance of bath
b. Anatomy of skin*
c. Special precautions
d. Procedure for complete bath

Provide A/V On:

Bed bath

Demonstration of Tasks:

By instructor or peer who has mastered task, using a mannequin as the patient.

Laboratory Practice:

Have learner practice giving bed bath using a mannequin.

Clinical Application:

Have learner administer a complete bath to a bed patient.

INSTRUCTIONAL MATERIALS

Instructional Units:

a.	HOS 2.01	Give a bed bath
b.	AP 5.03*	Anatomy of skin

Textbooks:

a. Hornemann
b. Lewis

A/Vs:

Trainex "Bed Bath"

Equipment:

a. Bath blanket
b. Towels
c. Wash cloth
d. Soap and dish
e. Basin
f. Gown
g. Mannequin

*Clinical Hours: 4 hrs. 50 min.

CLASSROOM HOURS 1

EVALUATION 2.01 (continued)

a. Given the necessary equipment, the learner will administer a complete bath to a patient confined to bed, according to performance checklists Intro HO 2.00 and HOS 2.00.

b. Test questions are available in HOS Test Items, HOS 2.01 and All Other Test Items, AP 1.04*.

TASK

2.02 Assist with shower

PERFORMANCE OBJECTIVE

Provided a patient, shower facilities and necessary equipment assist a patient to bathe in a shower.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

Intro HO 2.00

Provide Information On:

a. Safety precautions
b. Steps of procedure

Provide A/V or Demonstration On:

Assisting with shower

Clinical Application:

Have learner assist a patient to take a bath in a shower.

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 2.02 Assist with shower

A/Vs:

Trainex "Showers and Tub Baths"

Equipment:

a. Shower
b. "Occupied" sign
c. Mats
d. Soap
e. Towels and wash cloth

*Clinical Hours: 2 hrs. 20 min.

CLASSROOM HOURS 1

EVALUATION 2.02 (continued)

a. Given a patient and the necessary equipment, the learner will assist the patient to bath in a shower, completing the steps of performance checklist HOS 2.02.

b. Test questions are available in HOS Test Items, HOS 2.02.

TASK

2.03 Assist with tub bath

PERFORMANCE OBJECTIVE

Provided a patient and the necessary equipment, assist a patient in a tub.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. Intro HO 2.00
b. 2.01 Bed bath

Provide Demonstration On:

a. Safety precautions
b. Patients who require special baths*
c. Steps of procedure

Provide A/V On:

Assisting with tub bath

Clinical Application:

Have learner assist a patient take a tub bath.

INSTRUCTIONAL MATERIALS

Instructional Units:

a. HOS 2.03 Assist with tub bath
b. MS 7.01* Diagnosis and treatment of skin conditions
c. MS 7.02 Disorder of the skin

Textbooks:

Hornemann

A/Vs:

Trainex "Shower and Tub Baths"

Equipment:

a. "Occupied" sign
b. Bathroom with tub
c. Wash basin
d. Soap
e. Towel

*Clinical Hours: 9 hrs. 35 min.

CLASSROOM HOURS 9

EVALUATION 2.03 (continued)

a. Given a patient and the necessary equipment, the learner will assist a patient with a tub bath, completing the steps of performance checklist HOS 2.03

b. Test questions are available in HOS Test Items, HOS 2.03 and All Other Test Items, MS 7.00.

TASK

2.04 Dress adult bed patient

PERFORMANCE OBJECTIVE

Provided an adult bed patient, remove the patient's soiled garments and put on clean ones without causing discomfort to the patient.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

Intro HO 2.00

Provide Information On:

a. Safety and comfort measuring
b. Steps of procedure

Demonstration of Tasks:

By instructor, or a peer who has mastered the task using another student as the patient.

Laboratory Practice:

Have learner practice dressing an adult bed patient using a classmate as the patient.

Clinical Application:

Have learner dress an adult bed patient.

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 2.04 Dress adult bed patient

Textbooks:

Hornemann

Equipment:

a. Patient gown or pajamas
b. Socks (optional)
c. Cleaning supplies

*Clinical Hours: 2 hrs. 20 min.

CLASSROOM HOURS 1

EVALUATION 2.04 (continued)

a. Given an adult patient wearing soiled garments, the learner will remove the garments and replace with clean ones according to the performance checklists Intro HO 2.00 and HOS 2.04.

b. Test questions are available from HOS Test Items, HOS 2.04.

TASK

3.01 Shave a male patient

PERFORMANCE OBJECTIVE

Provided a male patient who is unable to shave himself and the necessary supplies, shave the patient's face without causing injury or discomfort.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

Intro HO 2.00

Provide Information On:

a. Safety and comfort measures
b. Steps of procedure

Demonstration of Task

By instructor or a peer who has mastered the task.

Laboratory Practice:

Have learner practice steps of the procedure using a mannequin as the patient.

Clinical Application:

Have learner shave a male patient

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 3.01 Shave a male patient

Textbooks:

Thompson and Rosdahl

A/Vs:

Trainex "Bed Bath"

Equipment:

a. Basin of hot water
b. Shaving brush
c. Razor
d. Shaving soap or cream
e. After shave lotion
f. Wash cloth
g. Towel
h. Mannequin

*Clinical Hours: 2 hrs. 20 min.

CLASSROOM HOURS 30 min.

EVALUATION 3.01 (continued)

a. Given a male patient unable to shave himself, the learner will shave the patient's face according to the performance checklists Intro HO 2.00 and HOS 3.01.

b. Test questions are available in HOS Test Items, HOS 3.00.

TASK

3.02 Give shampoo to a bed patient

PERFORMANCE OBJECTIVE

Provided a bed patient, with the physician's orders, the necessary supplies and equipment, shampoo the patient's hair.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

Intro HO 2.00

Provide Information On:

a. Reasons for shampooing
b. Safety and comfort measures
c. Steps of procedure

Demonstration of Tasks:

By instructor or peer who has mastered the task, using a mannequin as the patient

Laboratory Practice:

Have learner practice procedure using a mannequin or a classmate as the patient.

Clinical Application:

Have learner give a shampoo to a bed patient.

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 3.01 Give a shampoo to a bed patient

Textbooks:

Thompson and Rosdahl

Equipment:

a. Chair
b. Bath blanket
c. Plastic sheet
d. Rubber or plastic trough
e. Large pitcher
f. Small pitcher
g. Shampoo
h. Towels
i. Pail
j. Mannequin

*Clinical Hours: 4 hrs. 50 min.

CLASSROOM HOURS 1

EVALUATION 3.02 (continued)

a. Given a bed patient, physician's orders and necessary equipment, learner will shampoo the patient's hair according to performance checklist HOS 3.02.

b. Test questions are available in HOS Test Items, HOS 3.02.

TASK

3.03 Brush or comb hair

PERFORMANCE OBJECTIVE

Provided a patient and the necessary equipment, brush or comb the patient's hair.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

Intro HO 2.00

Provide Information On:

a. Importance of care of hair
b. Safety factors
c. Steps of procedure

Demonstration of Tasks:

By instructor or a peer who has mastered the task, using another student as the patient.

Clinical Application:

Have learner brush or comb a patient's hair

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 3.03 Brush or comb hair

Textbooks:

a. Hornemann
b. Lewis

Equipment:

a. Comb
b. Brush
c. Towel

*Clinical Hours: 2 hrs. 20 min.

CLASSROOM HOURS 30 min.

EVALUATION 3.03 (continued)

a. Given the necessary equipment, the learner will comb or brush a patient's hair according to performance checklists.

b. Test questions are available in HOS Test Items, HOS 3.03.

TASK

3.04 Give nail care

PERFORMANCE OBJECTIVE

Provided a patient and the necessary equipment, clean and trim the fingernails and toenails of the patient.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

Intro HO 2.00

Provide Information On:

a. Why nail care is important
b. Safety precautions
c. Steps of procedure

Demonstration of Tasks:

By instructor or a peer who has mastered the tasks, using another student as the patient

Laboratory Practice:

Have learner practice steps of the procedure using a classmate as the patient.

Clinical Application:

Have learner clean and trim a patient's nails

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 3.04 Give nail care

Textbooks:

a. Lewis
b. Thompson and Rosdahl

Equipment:

a. Basin of warm water
b. Soap
c. Towel
d. Nail brush
e. Manicure scissors
f. Emery board
g. Orange stick

*Clinical Hours: 4 hrs. 50 min.

CLASSROOM HOURS 1

EVALUATION 3.04 (continued)

a. Given the necessary equipment, the learner will clean and trim a patient's fingernails and toenails.

b. Test questions are available in HOS Test Items, HOS 3.04.

TASK

4.01 Adjust bed and siderails

PERFORMANCE OBJECTIVE

Given a hospital bed with siderails, adjust the bed to the six positions used in patient care and put the siderails in place to provide patient safety.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

Intro HO 2.00

Provide Information On:

a. Types of bed positions
b. When the positions are required
c. Use of siderails
d. Steps of procedure

Demonstration of Tasks:

By instructor or a peer who has mastered the task.

Laboratory Practice:

Have learner practice adjusting a bed and siderails.

Clinical Application:

Have learner adjust a bed and siderails for a patient.

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 4.01 Adjust bed

Textbooks:

a. HRET Being a Nursing Aide
b. Wood and Rambo

Equipment:

a. Hospital bed
b. Siderails

*Clinical Hours: 2 hrs. 25 min.

CLASSROOM HOURS 30 min.

EVALUATION 4.01 (continued)

a. Given the necessary equipment, the learner will adjust the hospital bed to the six positions indicated in the resources and will position the siderails to provide safety to the patient.

b. Test questions are available in HOS Test Items, HOS 4.00.

TASK

4.02 Make an unoccupied, surgical or open bed

PERFORMANCE OBJECTIVE

Provided a hospital bed and linens, make an unoccupied, surgical and open bed.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. Intro HO 2.00
b. 4.01 Adjust beds

Provide Information On:

a. Reasons for different types of bedmaking
b. Safety precautions
c. Steps of procedure

Demonstration of Tasks:

By instructor or a peer who has mastered the task

Laboratory Practice:

Have learner practice steps of the procedure using laboratory equipment.

Clinical Application:

Have learner make an unoccupied, surgical and open bed in the clinical setting.

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 4.02 Make unoccupied beds

Textbooks:

a. Hornemann
b. Lewis

Equipment:

a. 2 sheets
b. Drawsheet
c. Plastic drawsheet (optional)
d. Pillowcase
e. Mattress pad (optional)
f. Hospital bed

*Clinical Hours: 7 hrs.

CLASSROOM HOURS 1 hr. 30 min.

EVALUATION 4.02 (continued)

a. Given the necessary equipment, the learner will make an unoccupied, surgical or open bed according to performance checklists Intro HO 2.00 and HOS 4.02.

b. Test questions are available in HOS Test Items, HOS 4.00.

TASK

4.03 Make an occupied bed

PERFORMANCE OBJECTIVE

Provided a patient on complete bedrest and hospital linens, make a hospital bed that is occupied.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. Intro HO 2.00
b. 4.01 Adjust beds
c. 4.02 Make unoccupied beds

Provide Information On:

Occupied bedmaking

Demonstration of Tasks:

By instructor or peer who has mastered the task using another student at the patient.

Laboratory Practice:

Have learner practice steps of the procedure using a classmate as the patient.

Clinical Application:

Have learner make a hospital bed of a patient on complete bed rest.

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 4.03 Make occupied bed

Textbooks:

a. Hornemann
b. Lewis

A/Vs:

Trainex "Occupied Bed Making"

Equipment:

a. 2 sheets
b. Drawsheet
c. Pillowcase
d. Laundry hamper
e. Hospital bed

*Clinical Hours: 4 hrs. 50 min.

CLASSROOM HOURS 1

EVALUATION 4.03 (continued)

a. Given a patient on complete bedrest and the necessary supplies and equipment, make the hospital bed according to performance checklists Intro HO 2.00 and HOS 4.03.

b. Test questions are available in HOS Test Items, HOS 4.04.

TASK

5.01 Wash hands

PERFORMANCE OBJECTIVE

Provided handwashing facilities and the necessary supplies, wash your hands.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

Intro HO 2.00

Provide Information On:

a. Definition of asepsis
b. How pathogens are spread
c. Portals of entry of pathogens
d. Body's response to disease*
e. Steps of handwashing procedure
f. When procedures must be used

Provide A/V On:

Handwashing

Demonstration of Tasks:

By instructor or a peer who has mastered task

Clinical Application:

Have learner wash hands in clinical setting

INSTRUCTIONAL MATERIALS

Instructional Units:

a.	HOS 5.01	Wash hands
b.	MS 1.01*	Causes of disease

Textbooks:

a. Hornemann
b. Lewis

A/Vs:

Trainex "Medical Asepsis"

Equipment:

a. Sink with running water
b. Soap
c. Paper towels
d. Waste can
e. Lotion (optional)

*Clinical Hours: 6 hrs. 35 min.

CLASSROOM HOURS 6

EVALUATION 5.01 (continued)

a. Given the necessary equipment, the learner will complete the handwashing procedure according to performance checklist HOS 5.01.

b. Test questions are available in HOS Test Items, HOS 5.01 and MS 1.00*.

TASK

5.02 Handle sterile equipment and supplies

PERFORMANCE OBJECTIVE

Provided sterile equipment and supplies, handle the sterile items without contamination.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. Intro HO 2.00
b. 5.01 Wash hands

Provide Information On:

a. Surgical asepsis
b. How contamination occurs
c. Procedure for opening sterile packs
d. Procedure for using transfer forceps
e. Procedure for pouring sterile solutions

Provide A/V On:

Sterile technique

Demonstration of Tasks:

By instructor or peer who has mastered the task.

Laboratory Practice:

Have learner practice procedures in the laboratory.

Clinical Application:

Have learner use sterile technique in clinical setting.

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 5.02 Handle sterile equipment

Textbooks:

a. Broadwell
b. Lewis

A/Vs:

Trainex: "Sterile Technique and Dressing Change"

Equipment:

a. Sterile package (needle, catheter, etc.)
b. Wrapped sterile tray
c. Transfer forceps
d. Sterile solution
e. Sterile towels
f. Mayo stand (optional)

*Clinical Hours: 4 hrs. 50 min.

CLASSROOM HOURS 1

EVALUATION 5.02 (continued)

a. Given the necessary equipment, the learner will handle sterile equipment and supplies according to performance checklist HOS 5.02.

b. Test questions are available in HOS Test Items, HOS 5.02.

TASK

5.03 Put on sterile gloves

PERFORMANCE OBJECTIVE

Given a pack of sterile gloves, don them without contamination.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. Intro HO 2.00
b. 5.01 Wash hands
c. 5.02 Handle sterile equipment

Provide Information On:

a. When sterile gloves are required
b. Procedure for donning

Provide A/V On:

Donning sterile gloves

Demonstration of Tasks:

By instructor or a peer who has mastered the task

Laboratory Practice:

Have learner practice steps of the procedure.

Clinical Application:

Have learner don sterile gloves in clinical setting

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 5.03 Put on sterile gloves

Textbooks:

a. Hornemann
b. Lewis

A/Vs:

Trainex a. "Sterile Technique and Dressing Change"
b. "Medical Asepsis"

Equipment:

Package of sterile gloves

*Clinical Hours: 4 hrs. 50 min.

CLASSROOM HOURS

1

EVALUATION 5.03 (continued)

a. Given a pack of sterile gloves, the learner will don them according to performance checklist HOS 5.03.

b. Test questions are available from HOS Test Items HOS 5.03.

TASK

6.01 Prepare a unit for isolation

PERFORMANCE OBJECTIVE

Provided an area designated as an isolation unit, physician's orders and necessary equipment, set up an isolation unit for patient occupancy.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. Intro HO 2.00
b. 5.01 Wash hands

Provide Information On:

a. Purpose of isolation
b. Types of isolation
c. Types of communicable diseases*
d. Causes and treatment of communicable diseases*
e. Steps of procedure

Provide A/V On:

Isolation technique

Demonstration of Tasks:

By instructor or a peer who has mastered the task.

Laboratory Practice:

Have learner set up an isolation unit in the clinical setting.

INSTRUCTIONAL MATERIALS

Instructional Units:

a. HOS 6.01 Prepare isolation unit
b. MS 3.00* Communicable diseases

Textbooks:

a. Lewis
b. Wood and Rambo

A/Vs:

Trainex "Principles of Isolation Technique"

Equipment:

a. Sign
b. Gowns
c. Masks
d. Isolation bags
e. Laundry hamper

(continued on next page)

*Clinical Hours: 9 hrs. 35 min.

CLASSROOM HOURS 5

EVALUATION 6.01 (continued)

a. Given a designated area, physician's orders, and necessary equipment, prepare an isolation unit for a patient according to performance checklist HOS 6.01.

b. Test questions are available from HOS Test Items, HOS 6.00 and All Other Test Items, MS 3.00*.

INSTRUCTIONAL MATERIALS (continued)

Equipment:

f. Plastic bag for waste can
g. Plastic mattress and pillow cover
h. Box for waste
i. Soap

TASK

6.02 Put on and remove mask

PERFORMANCE OBJECTIVE

Provided masks for isolation don and remove a mask.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. Intro HO 2.00
b. 5.01 Wash hands
c. 6.01 Prepare isolation unit

Provide Information On:

a. Purpose of mask
b. When it is required
c. Steps of procedure

Provide A/V On:

Using a mask for isolation

Demonstration of Tasks:

By instructor or a peer who has mastered the task

Laboratory Practice:

Have learner practice the procedure in laboratory

Clinical Application:

Have learner don and remove a mask for isolation purposes

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 6.02 Put on and remove mask

Textbooks:

a. Lewis
b. Wood and Rambo

A/Vs:

Trainex "Principles of Isolation Technique"

Equipment:

Mask

*Clinical Hours: 2 hrs. 30 min.

CLASSROOM HOURS 30 min.

EVALUATION 6.02 (continued)

a. Given an isolation setting, the learner will don and remove a mask according to performance checklist HOS 6.02.

b. Test items are available from Health Occupations Test Items HOS 6.02.

TASK

6.03 Put on and remove gown

PERFORMANCE OBJECTIVE

Provided a gown for isolation purposes, don and remove the gown.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. Intro HO 2.00
b. 5.01 Wash hands
c. 6.01 Prepare isolation unit

Provide Information On:

a. Purpose of gown
b. When gown is used
c. Steps of procedure

Provide A/V On:

Donning gown for isolation

Demonstration of Tasks:

By instructor or a peer who has mastered the task

Laboratory Practice:

Have learner practice the procedure on the laboratory.

Clinical Application:

Have learner perform task in clinical setting.

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 6.03 Put on and remove gown

Textbooks:

a. Lewis
b. Wood and Rambo

A/Vs:

Trainex "Principles of Isolation Technique"

Equipment:

Gown

*Clinical Hours: 2 hrs. 30 min.

CLASSROOM HOURS 30 min.

EVALUATION 6.03 (continued)

a. Given an isolation setting and necessary equipment, the learner will don and remove a gown according to performance checklist HOS 6.03.

b. Test questions are available from Health Occupations Test Items HOS 6.03.

TASK

6.04 Double-bag isolation articles

PERFORMANCE OBJECTIVE

Provided an isolation setting, the necessary equipment and supplies, double-bag articles being removed from the isolation area.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. Intro HO 2.00
b. 5.01 Wash hands
c. 6.01 Prepare isolation unit

Provide Information On:

a. Purpose of double-bagging
b. Steps of procedure

Demonstration of Tasks:

By instructor or a peer who has mastered the task.

Laboratory Practice:

Have learner practice the procedure in the laboratory.

Clinical Application:

Have learner perform task in clinical setting.

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 6.04 Double-bagging

Textbooks:

a. Lewis
b. Wood and Rambo

A/Vs:

Trainex "Principles of Isolation Technique"

Equipment:

a. Plastic bag or laundry bag
b. Marking pen or bag
c. Gown
d. Mask
e. Partner

*Clinical Hours: 4 hrs. 30 min.

CLASSROOM HOURS 30 min.

EVALUATION 6.04 (continued)

a. Given an isolation setting, the necessary equipment and supplies, the learner will double-bag contaminated articles according to performance checklist HOS 6.04.

b. Test items are available from Health Occupations Test Items, HOS 6.04.

TASK

6.05 Serve and remove diet tray in isolation

PERFORMANCE OBJECTIVE

Provided a patient in isolation, a food tray and the necessary supplies, serve and remove patient's food tray.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. Intro HO 2.00
b. 6.01 Prepare isolation unit
c. 6.04 Double-bagging

Provide Information On:

a. Why food trays need special care
b. Steps of procedure

Demonstration of Tasks:

By instructor or a peer who has mastered the task.

Laboratory Practice:

Have learner practice the procedure in the laboratory.

Clinical Application:

Have learner serve diet tray to a patient in isolation.

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 6.05 Serve diet tray in isolation

Textbooks:

Wood and Rambo

Equipment:

a. Food tray
b. Double-bag supplies
c. Gown
d. Mask
e. Partner

*Clinical Hours: 2 hrs. 30 min.

CLASSROOM HOURS 30 min.

EVALUATION 6.05 (continued)

a. Given a patient in isolation and necessary equipment, the learner will serve and remove the patient's diet tray according to performance checklist HOS 6.05.

b. Test questions for double-bagging task 6.04 are appropriate for testing this task.

TASK

6.06 Transfer isolation patient within facility

PERFORMANCE OBJECTIVE

Provided a patient in isolation, physician's orders and the necessary equipment, transfer the patient to designated area.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. Intro HO 2.00
b. 6.01 Prepare isolation unit
c. 8.01 Assist with ambulation
d. 8.05 Assist with wheelchair

Provide Information On:

a. Reason for transfer
b. Steps of procedure

Provide A/V On:

Cleaning isolation rooms

Demonstration of Tasks:

By instructor or a peer who has mastered the task using a mannequin or another student as the patient.

Laboratory Practice:

Have learner practice the procedure using a mannequin or classmate as the patient.

Clinical Application:

Have learner transfer a patient in isolation

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 6.06 Transfer isolation patient

Textbooks:

Wood and Rambo

A/Vs:

Trainex "Cleaning Isolation Room"

Equipment:

a. Sheet
b. Blanket
c. Mask
d. Wheelchair/stretcher
e. Germicide solution
f. Mannequin

*Clinical Hours: 2 hrs. 30 min.

CLASSROOM HOURS

30 min.

EVALUATION 6.06 (continued)

a. Given a patient in isolation, physician's orders and the necessary equipment, the learner will transfer the patient to a designated area according to performance checklist HOS 6.06.

b. Test questions are available from Health Occupations Test Items HOS 6.06.

TASK

7.01 Take temperature

PERFORMANCE OBJECTIVE

Provided a patient and the necessary equipment take the patient's oral, axillary and/or rectal temperature.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

Intro HO 2.00

Provide Information On:

a. Normal body temperature
b. Causes of elevated temperature*
c. How to read a thermometer
d. Safety precautions
e. Steps of procedure
f. Ways to insure correct reading

Provide A/V On:

Measuring body temperature

Demonstration of Tasks:

Measure body temperature

Laboratory Practice:

Have learner take temperature readings from weather and bath thermometers; have learner practice taking oral temperature of several classmates; and, have learner practice axillary and rectal measurements using a mannequin.

Clinical Application:

Have learner take an oral, axillary and rectal temperature of a patient.

INSTRUCTIONAL MATERIALS

Instructional Units:

a. HOS 7.01 Take temperature
b. MS 1.02* Body's response to disease

Textbooks:

a. Hornemann
b. Lewis

A/Vs:

Trainex "Temperature, Pulse and Respiration"

Equipment:

a. Thermometers: weather, bath, clinical: rectal, oral, safety
b. Containers for clinical thermometers
c. Pen and pad
d. Electric thermometer

*Clinical Hours: 9 hrs. 35 min.

CLASSROOM HOURS

5

EVALUATION 7.01 (continued)

a. Given a patient and the necessary equipment, the learner will measure body temperature according to the performance checklists Intro HO 2.00 and HOS 7.01.

b. Test questions are available from HOS Test Items HOS 7.00 and All Other Test Items, MS 1.02*.

TASK

7.02 Take pulse

PERFORMANCE OBJECTIVE

Provided a patient and the necessary equipment, determine the rate, volume and rhythm of the patient's pulse.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

Intro HO 2.00

Provide Information On:

a. Anatomy of heart and vessels*
b. Definition of pulse rate, strength, and rhythm
c. Normal rates for adults and children
d. Types of irregularities
e. Causes of arrhythmias*
f. Steps of procedure

Provide A/V On:

Taking pulse

Demonstration of Tasks:

Taking pulse

Laboratory Practice:

Have learner practice taking pulse of classmates

Chemical Application:

Have learner take a patient's pulse.

INSTRUCTIONAL MATERIALS

Instructional Units:

a. HOS 7.02 Take pulse
b. AP 3.02* Heart
c. AP 3.03* Blood vessels and circulation
d. MS 9.00* Cardiac conditions

Textbooks:

a. Hornemann
b. Lewis

A/Vs:

Trainex "Temperature, Pulse and Respiration"

Equipment:

a. Watch with second hand
b. Pen and pad
c. Stethoscope

*Clinical Hours: 24 hrs.

CLASSROOM HOURS 25

EVALUATION 7.02 (continued)

a. Given a patient and the necessary equipment, the learner will determine the rate, volume and rhythm of the patient's pulse according to performance checklist Intro HO 2.00 and HOS 7.02.

b. Test questions are available in HOS Test Items HOS 7.02 and All Other Test Items, AP 3.02*, 3.03*, MS 9.00*.

TASK

7.03 Take respiration

PERFORMANCE OBJECTIVE

Provided a patient and the necessary equipment, determine the rate and character of a patient's respiration.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

Intro HO 2.00

Provide Information On:

- a. Anatomy of respiratory system*
- b. Definition of respiration
- c. Type of respirations
- d. Normal rates
- e. Causes of abnormalities*
- f. Equipment
- g. Steps of procedure

Provide A/V On:

Taking respiration

Demonstration of Tasks:

Taking respiration

Laboratory Practice:

Have learner practice taking respirations of classmates

Clinical Application:

Have learner take a patient's respiration

INSTRUCTIONAL MATERIALS

Instructional Units:

- a. HOS 7.03 Take respirations
- b. AP 7.00 Respiratory system
- c. MS 13.01* Overview of respiratory conditions

Textbooks:

- a. Hornemann
- b. Lewis

A/Vs:

Trainex "Temperature, Pulse and Respiration"

Equipment:

- a. Watch with second hand
- b. Pen and pad

*Clinical Hours: 9 hrs. 35 min.

CLASSROOM HOURS 9

EVALUATION 7.03 (continued)

a. Given a patient and the necessary equipment, the learner will take the respirations of the patient according to performance checklist HOS 7.03.

b. Test questions are available in HOS Test Items HOS 7.03 and All Other Test Items, AP 7.00*, MS 13.00*.

TASK

7.04 Take blood pressure

PERFORMANCE OBJECTIVE

Provided a patient and the necessary equipment, take a patient's blood pressure.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. Intro HO 2.00
b. 7.02 Take pulse

Provide Information On:

a. Definition of blood pressure
b. Normal ranges of blood pressure
c. Causes of abnormalities*
d. Equipment used
e. Steps of procedure

Provide A/V On:

Taking blood pressure

Demonstration of Tasks:

By instructor or peer who has mastered the task

Laboratory Practice:

Have learner take the blood pressure of classmates with the instructor monitoring with a teaching stethoscope.

Clinical Application:

Have learner take a patient's blood pressure.

INSTRUCTIONAL MATERIALS

Instructional Units:

a. HOS 7.04 Take pulse
b. MS 10.01* Conditions of arteries

Textbooks:

a. Hornemann
b. Lewis

A/Vs:

Trainex "Blood Pressure"

Equipment:

a. Sphygmomanometer
b. Stethoscope
c. Teaching stethoscope
d. Pen and pad

*Clinical Hours: 9 hrs. 35 min.

CLASSROOM HOURS 5

EVALUATION 7.04 (continued)

a. Given a patient and the necessary equipment, the learner will take the patient's blood pressure according to performance checklists Intro HO 2.00 and HOS 7.04.

b. Test questions are available in HOS Test Items HOS 7.04 and All Other Test Items, MS 10.01*.

TASK 8.01 Assist to dangle and ambulate

PERFORMANCE OBJECTIVE Provided a bed patient, and physician's orders, assist the patient to dangle and ambulate

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

Intro HO 2.00

Provide Information On:

a. Need for ambulation
b. Patients who require special assistance*
   1. Chronically ill
   2. Geriatric patient
c. Safety precautions
d. Steps of procedures

Demonstration of Tasks:

By instructor or peer who has mastered the task

Laboratory Practice:

Have learner practice the task using a classmate as the patient.

INSTRUCTIONAL MATERIALS

Instructional Units:

a.	HOS 8.01	Assist to ambulate
b.	MS 5.01*	Chronically ill patient

Textbooks:

a. Hornemann
b. Lewis

Equipment:

a. foot stool
b. patient robe
c. patient slippers

*Clinical Hours: 9 hrs. 35 min.

CLASSROOM HOURS 5

EVALUATION 8.01 (continued)

a. Given a bed patient, physician's orders and the necessary equipment, the learner will assist the patient to dangle and ambulate according to performance checklists Intro HO 2.00 and HOS 8.01.

b. Test questions are available in HOS Test Items HOS 8.00 and All Other Test Items, *MS 5.00.

TASK

8.02 Assist patient into a wheelchair

PERFORMANCE OBJECTIVE

Provided a patient and the necessary equipment, assist a patient from the bed into the wheelchair.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. Intro HO 2.00
b. 8.01 Assist to dangle and ambulate

Provide Information On:

a. How to operate wheelchair
b. Safety precautions
c. Steps of procedure

Provide A/V On:

Use of wheelchair

Demonstration of Tasks:

By instructor or peer who has mastered the task

Laboratory Practice:

Have learner practice operating wheelchair and with a classmate as the patient practice the task.

Clinical Application:

Have learner assist a patient into a wheelchair.

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 8.02 Assist with wheelchair

Textbooks:

a. Hornemann
b. Wood and Rambo

A/Vs:

Trainex "Transfer Activities and Ambulating"

Equipment:

a. Wheelchair
b. Patient robe
c. Patient slippers
d. Footstool
e. Blanket (optional)

*Clinical Hours: 4 hrs. 35 min.

CLASSROOM HOURS 1

EVALUATION 8.02 (continued)

a. Given a patient and the necessary equipment, the learner will assist a patient from bed into a wheelchair according to performance checklist HOS 8.02.

b. Test questions are available in HOS Test Items HOS 8.00.

TASK

8.03 Assist to ambulate using assistive devices

PERFORMANCE OBJECTIVE

Provided a patient who requires assistance to ambulate, physician's orders and the necessary equipment, help patient to use assistive device.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. Intro HO 2.00
b. 8.01 Assist to dangle and ambulate

Provide Information On:

a. Types of assistive devices
b. Safety factors for each device
c. The geriatric patient*
d. Procedure for using each device

Provide A/V On:

Use of assistive devices

Demonstration of Tasks:

Use of assistive devices

Laboratory Practice:

Have learner practice the procedures using a classmate as the patient.

Clinical Application:

Have the learner help a patient ambulate using assistive devices.

INSTRUCTIONAL MATERIALS

Instructional Units:

a. HOS 8.03 Assist with assistive devices
b. MS 5.02* Geriatric patient

Textbooks:

a. Broadwell and Milutinovia
b. Lewis

A/Vs:

Trainex "Teaching Crutch Walking"

Equipment:

a. Pair of crutches
b. Walker
c. Cane

*Clinical Hours: 24 hrs.

CLASSROOM HOURS 18

EVALUATION 8.03 (continued)

a. Given a patient who needs assistance walking, physician's orders and the necessary equipment, the learner will assist the patient in using assistive devices according to performance checklist HOS 8.03.

b. Test questions are available in HOS Test Items HOS 8.00 and All Other Test Items, *MS 5.00.

TASK

8.04 Transfer a patient using a mechanical lift

PERFORMANCE OBJECTIVE

Provided a bed patient, a mechanical lift and a co-worker's assistance, transfer the patient from bed to wheelchair.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. Intro HO 2.00
b. 8.03 Assist with assistive devices

Provide Information On:

a. Mechanical lift
b. When it is used
c. How to operate it
d. Steps of procedure

Provide A/V On:

Use of mechanical lift

Demonstration of Tasks:

Use of mechanical lift

Laboratory Practice:

Have learner practice task using a classmate as the patient.

Clinical Application:

Have learner transfer a patient from bed to wheelchair using a mechanical lift.

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 8.04 Transfer using a mechanical lift

Textbooks:

Wood and Rambo

A/V:

Trainex "Use of Patient Lifters"

Equipment:

a. Wheelchair
b. Mechanical lift
c. Co-worker

*Clinical Hours: 4 hrs. 50 min.

CLASSROOM HOURS 1

EVALUATION 8.04 (continued)

a. Given a bed patient, a co-worker and the necessary equipment, the learner will transfer a patient from bed to wheelchair using a mechanical lift according to performance checklist HOS 8.04.

b. Test questions are available in HOS Test Items HOS 8.00.

TASK

8.05 Transfer patient from bed to stretcher

PERFORMANCE OBJECTIVE

Provided a bed patient, stretcher, co-workers and the necessary equipment, tranfer the patient from the bed to stretcher.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

Intro HO 2.00

Provide Information On:

a. Types of transfer to stretcher
b. Safety precautions
c. Steps of procedure

Provide A/V On:

Moving patient from bed to stretcher

Demonstration of Tasks:

Moving patient from bed to stretcher

Laboratory Practice:

Have student practice the task using classmates as the co-workers and the patient.

Clinical Application:

Have learner transfer a patient from the bed to a stretcher

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 8.05 Transfer to stretcher

Textbooks:

a. Hornemann
b. Lewis

A/Vs:

Trainex "Lifting and Moving Patients"

Equipment:

a. Stretcher
b. Draw sheet
c. Co-workers

*Clinical Hours: 4 hrs. 50 min.

CLASSROOM HOURS 1

EVALUATION 8.05 (continued)

a. Given a bed patient, co-workers and the necessary equipment, the learner will transfer a patient from the bed to a stretcher, according to performance checklists Intro HO 2.00 and HOS 8.05.

b. Test questions are available from HOS Test Items, HOS 8.00.

TASK

9.01 Position a dependent patient
9.01a Position a dependent patient using positioning devices

PERFORMANCE OBJECTIVE

Provided a dependent patient and the necessary equipment, position a patient in bed to prevent disuse and/or misuse injuries.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

Intro HO 2.00

Provide Information On:

a. Types of patients who need special positioning
b. Anatomy of nervous system*
c. Disorders which cause dependency*
d. Equipment used for positioning
e. Procedures for positioning patient

Provide A/V On:

Positioning a dependent patient

Demonstration of Tasks:

Positioning a dependent patient

Laboratory Practice:

Have learner practice the task using a classmate as the patient

Clinical Application:

Have learner position a dependent patient in bed.

INSTRUCTIONAL MATERIALS

Instructional Units:

a. HOS 9.01 Position a dependent patient
b. AP 4.00* Nervous system
c. MS 15.00* Condition of nervous system

Textbooks:

a. Broadwell and Milutinovic
b. Lewis

A/Vs:

Trainex "Positioning to Prevent Complications"

Equipment:

a. Foot board
b. Bed cradle
c. Trochanter rolls and/or sandbags
d. Pillows
e. Towels/palm grips

*Clinical Hours: 24 hrs.

CLASSROOM HOURS

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EVALUATION 9.01a (continued)

a. Given a dependent patient, and the necessary equipment, the learner will position the patient in bed according to performance checklists HOS 9.01a.

b. Test questions are available in HOS Test Items HOS 9.01 and All Other Test Items, *AP 4.00, *MS 15.00

TASK

9.01 Position a dependent patient
9.01b Position a dependent patient by log rolling method

PERFORMANCE OBJECTIVE

Provided a dependent patient, physician's orders and a co-worker, log-roll the patient to change his/her position.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. Intro HO 2.00
b. 9.01a Position a dependent patient

Provide Information On:

a. Definition of log-rolling
b. Why patients are log-rolled
c. Type of patients requiring log-rolling
d. Steps of procedure

Demonstration of Task:

By instructor or peer who has mastered the task

Laboratory Practice:

Have student practice the task using classmates as co-worker and patient.

Clinical Application:

Have learner log-roll a patient.

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 9.01 Position a dependent patient

Textbooks:

See 9.01a

Included in 9.01a

CLASSROOM HOURS

See 9.01a

EVALUATION 9.01b (continued)

a. Given a dependent patient, physician's orders and a co-worker, the learner will log-roll the patient according to performance checklists Intro HO 2.00 and HOS 9.01b.

b. Test questions are available in HOS Test Items HOS 9.00.

TASK

9.02 Assist with range of motion exercises

PERFORMANCE OBJECTIVE

Provided a patient and physician's orders, assist the patient with range of motion exercises.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. Intro HO 2.00
b. 9.01 Position a dependent patient

Provide Information On:

a. Purpose of ROM exercises
b. Who requires the exercises
c. How to perform the exercises

Provide A/V On:

Range of motion exercises

Demonstration of Tasks:

Range of motion exercises

Laboratory Practice:

Have learner practice the task using a classmate as the patient.

Clinical Application:

Have learner assist a patient with ROM exercises.

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 9.02 Assist with ROM

Textbooks:

a. Broadwell and Milutinovic
b. Lewis

A/Vs:

Trainex "Range of Motion Exercises to Prevent Contractures"

*Clinical Hours: 4 hrs.

CLASSROOM HOURS	1

EVALUATION 9.02 (continued)

a. Given a patient and physician's orders, the learner will assist a patient in range of motion exercises according to performance checklists Intro HO 2.00 and HOS 9.02.

b. Test questions are available in HOS Test Items HOS 9.02.

TASK

9.03 Apply anti-embolic stockings

PERFORMANCE OBJECTIVE

Provided a patient, physician's orders and the necessary equipment, apply anti-embolic stockings.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

Intro Ho 2.00

Provide Information On:

a. Purpose of stockings
b. How to measure for size
c. How to apply
d. Anatomy of blood and vessels*
e. Causes of emboli

Provide A/V On:

Thrombus formation

Demonstration of Tasks:

By instructor or peer who has mastered the task using a mannequin as the patient

Laboratory Practice:

Have learner practice task using mannequin as patient

Clinical Application:

Have learner apply anti-embolic stockings to a patient

INSTRUCTIONAL MATERIALS

Instructional Units:

a. HOS 9.03 Apply anti-embolic stockings
b. AP 3.01* Anatomy of blood
c. AP 3.03* Vessels and circulation
d. MS 10.02* Conditions of peripheral vessels and veins

Textbooks:

a. Broadwell and Milutinovic
b. Wood and Rambo

A/Vs:

Trainex "Thrombus - Etiology and Prevention"

Equipment:

a. Anti-embolic stockings
b. Mannequin

*Clinical Hours: 4 hrs.

CLASSROOM HOURS 4 hrs. 30 min.

EVALUATION 9.03 (continued)

a. Given a patient, physician's order and anti-embolic stockings, the learner will apply the stockings to the patient according to performance checklist Intro HO 2.00 and HOS 9.03.

b. Test questions are available in HOS Test Items HOS 9.00 and All Other Test Items, *AP 3.01, 3.03, and *MS 10.00.

TASK

9.04 Place patient on alternating pressure mattress

PERFORMANCE OBJECTIVE

Provided a patient, physician's orders and the necessary equipment, place the patient on an alternating pressure mattress.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. Intro HO 2.00
b. 1.03 Give back rub

Provide Information On:

a. Decubiti
b. Purpose of alternating pressure mattress
c. Review of conditions which contribute to development of decubiti*

Provide A/V On:

Use of alternating pressure mattress

Demonstration of Tasks:

Use of alternating pressure mattress

Clinical Application

Have learner place a patient on an alternating pressure mattress

INSTRUCTIONAL MATERIALS

Instructional Units:

a. HOS 9.04 Place patient on alternating pressure mattress
b. MS 6.00* Cancer patient

Textbooks:

a. Broadwell and Milutinovic
b. Lewis

A/Vs:

Trainex "Prevention and treatment of Decubiti"

Equipment:

a. Hospital bed
b. Alternating pressure mattress

*Clinical Hours: 4 hrs. 50 min.

CLASSROOM HOURS 1

EVALUATION 9.04 (continued)

a. Given a patient, physician's orders and the necessary equipment, the learner will place a patient on an alternating pressure mattress according to performance checklist Intro HO 2.00 and HOS 9.04.

b. Test questions are available in HOS Test Items HOS 9.00 and All Other Test Items, *MS 6.00.

TASK

9.05 Apply restraints

PERFORMANCE OBJECTIVE

Provided a patient, physician's orders and the necessary equipment, apply restaints to the patient.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

Intro HO 2.00

Provide Information On:

a. Why restraints are used
b. What type patient may require a restraint
c. Safety precautions
d. Types of restraints
e. Steps of procedure

Provide A/V On:

Use of restraints

Demonstration of Tasks:

Use of restraints

Laboratory Practice:

Have learner practice applying restraints using a mannequin or classmate as the patient.

Clinical Application:

Have learner apply restraints to a patient.

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 9.05 Apply restraints

Textbooks:

a. Broadwell and Milutinovic
b. Lewis

A/Vs:

Trainex "Use of Protective Restraints"

Equipment:

Various restraints according to those available in agency.

*Clinical Hours: 2 hrs. 25 min.

CLASSROOM HOURS 35 min.

EVALUATION 9.05 (continued)

a. Given a patient, physician's orders and the necessary equipment, the learner will apply restraints to the patient according to performance checklist Intro HO 2.00 and HOS 9.05.

b. Test questions are available in HOS Test Items HOS 9.00.

TASK

10.01 Apply bandages and/or binders

PERFORMANCE OBJECTIVE

Provided a patient, physician's orders and the necessary equipment, apply a bandage and/or binder to the patient.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

Intro HO 2.00

Provide Information On:

a. Types of bandages
b. Types of binders
c. Safety precaution
d. Steps of procedure

Provide A/V On:

Applying bandages and binders.

Demonstration of Tasks:

Applying bandages and binders

Laboratory Practice:

Have learner practice the steps of the procedure, using a mannequin or a classmate as the patient.

Clinical Application:

Have learner apply bandages or binders to a patient.

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 10.01 Apply bandages and binders

Textbooks:

a. Hornemann
b. Lewis

A/Vs:

Trainex "Application of Bandages and Binders"

Equipment:

a. Gauze
b. Stockinet
c. Webbing (cling bandage)
d. Telfa

(continued on next page)

*Clinical Hours: 4 hrs. 50 min.

CLASSROOM HOURS 1

EVALUATION 10.01 (continued)

a. Given a patient, physician's orders and the necessary equipment, apply a bandage and/or binder to the patient according to performance checklists Intro 2.00, HOS 10.01a and 10.01b.

b. Test questions are available in HOS Test Items, HOS 10.00.

INSTRUCTIONAL MATERIALS

Equipment:

e. T binder (single & double)
f. Scultetus binder
g. Tailed binder
h. Tape
i. Pins

TASK

10.02 Apply sterile dressings

PERFORMANCE OBJECTIVE

Provided a patient, physician's orders and the necessary equipment, apply a sterile dressing to the designated area.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. Intro HO 2.00
b. 5.01 Wash hands
c. 5.02 Handle sterile equipment
d. 5.03 Don sterile gloves
e. 10.01 Apply bandages and binders

Provide Information On:

a. When sterile dressings are required
b. Steps of procedure

Provide A/V On:

Applying sterile dressings

Demonstration of Tasks:

Applying sterile dressings

Laboratory Practice:

Have learner practice the steps of the procedure using a mannequin as the patient.

Clinical Application:

Have learner apply sterile dressing to a patient.

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 10.02 Apply sterile dressings

Textbooks:

a. Hornemann
b. Lewis

A/Vs:

Trainex
a. "Sterile Technique and Dressing Change"
b. "Precautions for Wound and Skin Infections
c. "Medical Asepsis"

Equipment:

a. Sterile dressings
b. Tape
c. Sterile gloves

(continued on next page)

*Clinical Hours: 4 hrs. 50 min.

CLASSROOM HOURS 1

EVALUATION 10.02 (continued)

a. Given a patient, physician's orders and the necessary equipment, apply a sterile dressing tc the patient according to performance checklists Intro HO 2.00 and HOS 10.02.

b. Test questions are available in HOS Test Items, Hos 10.00.

INSTRUCTIONAL MATERIALS

Equipment:

d. Transfer forceps
e. Sterile cotton
f. Sterile towels
g. Mannequin

TASK

10.03 Irrigate wounds

PERFORMANCE OBJECTIVE

Provided a patient, physician's orders and the necessary equipment, irrigate the patient's designated wound.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. Intro HO 2.00
b. 5.01 Wash hands
c. 5.02 Handle sterile equipment
d. 5.03 Don sterile gloves
e. 10.01 Apply bandages and binders
f. 10.02 Apply sterile dressings

Provide Information On:

a. Purpose of irrigating wounds
b. Safety precautions
c. Equipment required
d. Steps of procedure

Provide A/V On:

Irrigating a wound.

Demonstration of Tasks:

By instructor or a peer who has mastered the task, using a mannequin as the patient.

Laboratory Practice:

Have learner practice the steps of the procedure, using a mannequin as the patient.

Clinical Application:

Have learner irrigate a patient's wound.

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 10.03 Irrigate wounds

Textbooks:

a. Caldwell
b. Lewis

A/Vs:

Trainex "Sterile Technique and Dressing Change"

Equipment:

a. Basin with required solution
b. Asepto syringe (optional)
c. Sterile gloves (optional)

(continued on next page)

*Clinical Hours: 4 hrs. 50 min.

CLASSROOM HOURS 1

EVALUATION 10.03 (continued)

a. Given a patient, physician's orders and the necessary equipment, the learner will irrigate the patient's wound according to the chosen procedure or performance checklist Intro Ho 2.00 and HOS 10.03.

b. Test questions are available in HOS Test Items, HOS 10.00.

INSTRUCTIONAL MATERIALS

Equipment:

d. Sterile catheter (optional)
e. Sterile forceps
f. Mannequin

TASK

11.01 Administer local cold application

PERFORMANCE OBJECTIVE

Provided a patient, physician's orders and the necessary equipment, administer local cold application.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

Intro HO 2.00

Provide Information On:

- a. Effect of cold treatments on the body
- b. When cold is used
- c. Equipment required
- d. Safety precautions
- e. Steps of procedures

Provide A/V On:

Applying cold treatments

Demonstration of Tasks:

Applying cold treatments.

Laboratory Practice:

Have learner practice steps of the procedure, using a mannequin as the patient.

Clinical Application:

Have learner administer local cold treatment to a patient.

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 11.01 Administer local cold application

Textbooks:

- a. HRET, Being A Nursing Aide
- b. Lewis

A/Vs:

Trainex "Local Application of Heat and Cold"

Equipment:

- a. Basin with solution added
- b. Ice
- c. Towels
- d. Gauze pads

(continued on next page)

*Clinical Hours: 4 hrs. 50 min.

CLASSROOM HOURS 1

EVALUATION 11.01 (continued)

a. Given a patient, physician's orders and the necessary equipment, the learner will administer local cold applications according to performance checklists Intro HO 2.00 and HOS 11.01.

b. Test questions available in HOS Test Items, HOS 11.00.

INSTRUCTIONAL MATERIALS

Equipment:

e. Plastic coverings
f. Ice cap
g. Ice collar
h. Mannequin

TASK

11.02 Administer tepid baths

PERFORMANCE OBJECTIVE

Provided a patient, physician's orders and the necessary equipment, administer a tepid bath.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. Intro HO 2.00
b. 5.01 Wash hands
c. 7.01 Take temperature

Provide Information On:

a. Purpose of tepid baths
b. Equipment needed
c. Safety precaution
d. Review of body's response to disease
e. Steps of procedure

Demonstration of Tasks

By instructor or a peer who has mastered the task using a mannequin as patient.

Laboratory Practice:

Have learner practice the task using a mannequin as the patient

Clinical Application:

Have learner administer a tepid bath to a patient

INSTRUCTIONAL MATERIALS

Instructional Units:

a. HOS 11.02 Administer tepid baths
b. MS 1.02* Body's response to disease

Textbooks:

a. HRET, *Being a Nursing Aide*
b. Lewis

Equipment:

a. Basin of tepid water
b. Bath blanket
c. Wash cloths
d. Clinical thermometer
e. Hot water bottle
f. Ice caps
g. Mannequin
h. K-pad

*Clinical Hours: 4 hrs. 50 min.

CLASSROOM HOURS 1

EVALUATION 11.02 (continued)

a. Given a patient, physician's order and the necessary equipment, the learner will administer a tepid bath according to performance checklists Intro HO 2.00 and HOS 11.02.

b. Test questions are available in HOS Test Items HOS 11.00 and All Other Test Items, *MS 1.00.

TASK

11.03 Administer local heat applications

PERFORMANCE OBJECTIVE

Provided a patient, physician's orders and the necessary equipment, administer local heat applications.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

Intro HO 2.00

Provide Information On:

a. Effect of heat on body
b. When local heat treatments are used
c. Safety precautions
d. Equipment required
e. Steps of procedure

Provide A/V On:

Application of local heat

Demonstration of Tasks:

Application of local heat

Laboratory Practice:

Have learner practice steps of the procedure using a mannequin as the patient.

Clinical Application:

Have learner apply local heat treatments to a patient.

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 11.03 Administer local heat applications

Textbooks:

a. Hornemann
b. Lewis

A/Vs:

Trainex "Local Applications of Heat and Cold"

Equipment:

a. Hot water bottle and cover
b. Electric heating pad
c. Heat cradle
d. Towels

(continued on next page)

*Clinical Hours: 4 hrs. 50 min.

CLASSROOM HOURS 1

EVALUATION 11.03 (continued)

a. Given a patient, physician's orders and the necessary equipment, the learner will apply local heat according to performance checklists Intro HO 2.00 and HOS 11.03.

b. Test questions are available in HOS Test Items, HOS 11.00.

INSTRUCTIONAL MATERIALS (continued)

Equipment:

e. Basin with solution
f. Hydrocollator
g. K pad
h. Mannequin
i. Plastic sheet

TASK

11.04 Assist patient with sitz bath

PERFORMANCE OBJECTIVE

Provided a patient, physician's orders and the necessary equipment, assist the patient with a sitz bath.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. Intro HO 2.00
b. HOS 11.03 Administer local heat application

Provide Information On:

a. Purpose of sitz bath
b. When it is used
c. Methods of administering
d. Safety precautions
e. Steps of procedure

Demonstration of Tasks:

By instructor or a peer who has mastered the task.

Laboratory Practice:

Have learner practice steps of the task

Clinical Application:

Have learner assist a patient with sitz bath

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 11.04 Assist patient with sitz bath

Textbooks:

a. Hornemann
b. Lewis

Equipment:

a. Disposable sitz bath, or sitz tub
b. Chair
c. Bath blanket
d. Bath thermometer
e. Towel
f. IV stand

*Clinical Hours: 4 hrs. 50 min.

CLASSROOM HOURS 1

EVALUATION 11.04 (continued)

a. Given a patient, physician's orders and the necessary equipment, the learner will assist a patient with a sitz bath according to performance checklists Intro HO 2.00 and HOS 11.04.

b. Test questions available in HOS Test Items, HOS 11.00.

TASK

12.01 Administer cardiopulmonary resuscitation

PERFORMANCE OBJECTIVE

Provided mannequins simulating an adult and an infant patient, perform CPR for a witnessed and unwitnessed arrest.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. 7.02 Take pulse
b. 7.03 Take respiration

Provide Information On:

a. Relation of cardiac and pulmonary function*
b. Definition of cardiac arrest
c. Causes of cardiac arrest
d. Signs of cardiac arrest
e. Purpose of CPR
f. Steps of procedure

Provide A/V On:

CPR

Demonstration of Tasks:

By a licensed instructor

Laboratory Practice:

Have learner practice the steps of procedure on a mannequin (adult and infant)

Clinical Application: (optional)

Have learner certified by completing an authorized course

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 12.01 Perform CPR

Textbooks:

a. Georgia Heart Association Printouts
b. Red Cross Manual

A/Vs:

Trainex "Methods of Cardiopulmonary Resuscitation"

Equipment:

a. Resusi-mannequins (adult and infant)
b. Heart model

*Clinical Hours: 4 hrs. 50 min.

CLASSROOM HOURS 1

EVALUATION 12.01 (continued)

a. Given the resusi-mannequins, learner will administer CPR to adults and infants for both a witnessed and unwitnessed arrest according to procedures used for instruction.

b. Test questions available from HOS Test Items HOS 12.01 or a licensed CPR instructor.

TASK

12.02 Control external hemorrhage

PERFORMANCE OBJECTIVE

Provided a situation simulating a patient with severe external bleeding and the necessary supplies, control the external hemorrhage.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

Intro HO 2.00

Provide Information On:

a. Types of external bleeding
b. Methods of controlling hemorrhage
c. Results of uncontrolled bleeding
d. Treatment of shock

Provide A/V On:

Hemorrhage control

Demonstration of Tasks:

Hemorrhage control

Laboratory Practice:

Have learner practice the three methods of controlling external hemorrhage using a mannequin or a classmate

INSTRUCTIONAL MATERIALS

Instructional Units:

a. HOS 12.02 Control external hemorrhage
b. V-TECS Task # 100

Textbooks:

a. Grant and Murray
b. Thompson and Rosdahl

A/Vs:

Trainex "Shock and Hemorrhage"

Equipment:

a. Gauze strips
b. Gauze pads
c. Tourniquet devices
d. Blanket
e. BP cuff
f. Stethoscope

(continued on next page)

*Clinical Hours: 4 hrs. 50 min.

CLASSROOM HOURS 1

EVALUATION 12.02 (continued)

a. Given a simulated situation of a patient experiencing severe external bleeding, the learner will control the bleeding according to V-TECS performance guide #100.

b. Test questions are available in HOS Test Items, HOS 12.00.

INSTRUCTIONAL MATERIALS (continued)

Equipment:

g. Watch with second hand
h. Mannequin

TASK

12.03 Practice evacuation procedures

PERFORMANCE OBJECTIVE

Provided a simulated emergency situation, carry out evacuation measures.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Principles on which evacuation plans are based.
b. Types of emergencies
c. Evacuation procedures

Provide A/V On:

Removing patients from an emergency situation

Laboratory Practice:

Have learner practice removing patients from a facility by simulating an emergency.

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 12.04 Evacuate patients

Textbooks:

Thompson and Rosdahl

A/Vs:

Trainex a. "Emergency Removal of Patients"
b. "Moving the Sick and Injured"

Equipment:

Evacuation plan of clinical agency

*Clinical Hours: 2 hrs.

CLASSROOM HOURS 30 min.

EVALUATION 12.03 (continued)

a. Given a simulated emergency, and the evacuation plan, the learner will carry out evacuation measures according to the plan of a clinical agency or performance checklist HOS 12.04.

b. Test questions available in HOS Test Items, HOS 12.00.

TASK

13.01 Administer oxygen

PERFORMANCE OBJECTIVE

Provided a patient, physician's orders and the necessary equipment, administer oxygen to the patient.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

Intro HO 2.00

Provide Information On:

a. Why oxygen is given
b. Function of oxygen in body*
c. How oxygen is transported through body*
d. Causes of oxygen transport problems*
e. How oxygen is administered
f. Safety factors
g. Sets of procedures

Provide A/V On:

Oxygen administration

Demonstration of Tasks:

Oxygen administration

Laboratory Practice:

Have learner practice the steps of the procedure, using a mannequin as the patient.

Clinical Application:

Have learner administer oxygen to a patient

INSTRUCTIONAL MATERIALS

Instructional Units:

a. HOS 13.01 Administer oxygen
b. AP 7.00* Anatomy of respiratory system
c. MS 13.00* Conditions of respiratory system

Textbooks:

a. Hornemann
b. Lewis

A/Vs:

Trainex "Oxygen Administration"

Equipment:

a. Oxygen mask
b. Oxygen nasal cannula and/or catheter
c. Oxygen tent

(continued on next page)

*Clinical Hours: 20 hrs.

CLASSROOM HOURS	17

EVALUATION 13.01 (continued)

a. Given a patient, physician's orders and the necessary equipment, the learner will administer oxygen to the patient according to performance checklist Intro HO 2.00 and HOS 13.01.

b. Test questions are available in HOS Test Items HOS 13.00 and All Other Test Items, *AP 7.00 and *MS 13.00.

INSTRUCTIONAL MATERIALS (continued)

Equipment:

d. Flowmeter
e. Oxygen tank and regulator
f. "No smoking" sign
g. Mannequin

TASK

13.02 Assist patient with breathing exercises

PERFORMANCE OBJECTIVE

Provided a patient and physician's orders, assist the patient with breathing exercises.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. Intro HO 2.00
b. 13.01 Administer oxygen

Provide Information On:

a. Purposes of breathing exercises
b. Review of types of conditions requiring breathing exercises*
c. Types of exercises
d. How to instruct patient

Provide A/V On:

How to instruct and assist a patient in breathing exercises

Demonstration of Tasks:

How to instruct and assist a patient in breathing exercises.

Laboratory Practice:

Have learner practice the task using classmate as the patient

Clinical Application:

Have learner assist a patient in breathing exercises.

INSTRUCTIONAL MATERIALS

Instructional Units:

a. HOS 13.02 Assist with postural drainage
b. MS 13.02* Non-infectious conditions of respiratory system

Textbooks:

a. Keane
b. Thompson and Rosdahl

A/Vs:

Trainex "Care of the Patient with Emphysema"

*Clinical Hours: 4 hrs. 50 min.

CLASSROOM HOURS 1

EVALUATION 13.02 (continued)

a. Given a patient and physician's orders, the learner will assist the patient in breathing exercises according to performance checklists Intro HO 2.00 and HOS 13.02.

b. Test questions are available in HOS Test Items, HOS 13.02 and All Other Test Items, *MS 13.00.

TASK

13.03 Assist patient with postural drainage

PERFORMANCE OBJECTIVE

Provided a patient, physician's orders and the necessary equipment, assist a patient with postural drainage.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. Intro HO 2.00
b. 13.01 Administer oxygen

Provide Information On:

a. Purpose of postural drainage
b. Review of conditions requiring postural drainage*
c. Methods for draining each lobe
d. Safety precautions
e. Steps of procedure

Provide A/V On:

Postural drainage

Demonstration of Tasks:

Postural drainage

Laboratory Practice:

Have learner practice the procedure using a classmate as the patient.

Clinical Application:

Have learner assist a patient with postural drainage.

INSTRUCTIONAL MATERIALS

Instructional Units:

a. HOS 13.03 Assist with postural drainage
b. MS 13.02* Non-infectious conditions of respiratory system

Textbooks:

a. Broadwell and Milutinovic
b. Keane

A/Vs:

Trainex "Postural Drainage, Clapping and Vibration"

Equipment:

a. Receptacle for sputum
b. Specimen container
c. Tissues

(continued on next page)

*Clinical Hours: 4 hrs. 50 min.

CLASSROOM HOURS 1

EVALUATION 13.03 (continued)

a. Given a patient, physician's orders and the necessary equipment, the learner will assist the patient with postural drainage according to performance checklists Intro HO 2.00 and HOS 13.03.

b. Test questions are available in HOS Test Items HOS 13.03 and All Other Test Items. *MS 13.00.

INSTRUCTIONAL MATERIALS (continued)

Equipment:

d. Pillow and blankets
e. Chair
f. Hospital bed

TASK

13.04 Suction patient's upper respiratory passage

PERFORMANCE OBJECTIVE

Provided a patient, physician's orders and the necessary equipment, suction the patient's upper respiratory tract.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. Intro HO 2.00
b. 13.01 Administer oxygen

Provide Information On:

a. Why suction is needed
b. Methods of suction
c. Equipment used
d. Safety precaution
e. Steps of procedure

Provide A/V On:

Suctioning upper respiratory tract

Demonstration of Tasks:

Suctioning upper respiratory tract

Laboratory Practice:

Have learner practice the steps of the tasks, using a mannequin as the patient.

Clinical Application:

Have learner suction a patient's upper respiratory passages.

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 13.04 Suction upper respiratory passage

Textbooks:

a. Hornemann
b. Thompson and Rosdahl

A/Vs:

Trainex "Pharyngeal Suctioning"

Equipment:

a. Electric suction
b. Catheter #14
c. Connecting tube
d. Basin of water

(continued on next page)

*Clinical Hours: 4 hrs. 50 min.

CLASSROOM HOURS 1

EVALUATION 13.04 (continued)

a. Given a patient, physician's orders and the necessary equipment, the learner will suction the patient's upper respiratory passages according to performance checklists Intro HO 2.00 and HOS 13.04.

b. Test questions are available in HOS Test Items, HOS 13.04.

INSTRUCTIONAL MATERIALS (continued)

Equipment:

e. Towel
f. Mannequin
g. Yonker's suction

TASK

13.05 Suction a tracheostomy

PERFORMANCE OBJECTIVE

Provided a patient with a tracheostomy, physician's orders and the necessary equipment suction the patient's tracheostomy.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. Intro HO 2.00
b. 13.01 Administer oxygen
c. 5.01 Don sterile gloves

Provide Information On:

a. Tracheostomy
b. Why suction is necessary
c. Safety precautions
d. Steps of procedure

Provide A/V On:

Tracheostomy suction

Demonstration of Tasks:

Tracheostomy suction

Laboratory Practice:

Have learner practice procedure using a mannequin as the patient

Clinical Application:

Have learner suction a patient's tracheostomy

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 13.05 Suction a tracheostomy

Textbooks:

Hornemann

A/Vs:

Trainex "Introduction to Tracheostomy Care"

Equipment:

a. Suction machine
b. Sterile catheter
c. Sterile gloves
d. Sterile bowl and water
e. Mannequin

*Clinical Hours: 4 hrs. 50 min.

CLASSROOM HOURS 1

EVALUATION 13.05 (continued)

a. Given a patient with a tracheostomy, physician's orders and the necessary equipment the learner will suction the patient's tracheostomy according to performance checklists Intro HO 2.00 and HOS 13.05.

b. Test questions are available in HOS Test Items HOS 13.00.

TASK

13.06 Clean inner cannula of tracheostomy

PERFORMANCE OBJECTIVE

Provided a patient with a tracheostomy, physician's orders and the necessary equipment clean and replace the inner cannula.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. Intro HO 2.00
b. 13.01 Administer oxygen
c. 13.05 Suction a tracheostomy

Provide Information On:

a. Parts of a tracheostomy set
b. Care required
c. Safety factors
d. Equipment required
e. Steps of procedure

Provide A/V On:

Tracheostomy care

Demonstration of Tasks:

Tracheostomy care

Laboratory Practice:

Have learner practice the task, using a mannequin as the patient

Clinical Application:

Have learner clean the inner cannula of a patient's tracheostomy

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 13.06 Clean inner cannula of tracheostomy

Textbooks:

Hornemann

A/Vs:

Trainex "Introduction to Tracheostomy Care"

Equipment:

a. Replacement cannula (optional)
b. Solution of hydrogen peroxide and water
c. Pipe cleaner or suction
d. Cold distilled water
e. Mannequin

*Clinical Hours: 4 hrs. 50 min.

CLASSROOM HOURS 1

EVALUATION 13.06 (continued)

a. Given a patient with a tracheostomy, physician's orders and the necessary equipment the learner will clean the inner cannula according to performance checklists Intro HO 2.00 and HOS 13.06.

b. Test questions are available in HOS Test Items, HOS 13.00.

TASK

13.07 Set up mist tent

PERFORMANCE OBJECTIVE

Provided a patient, physician's orders and the necessary equipment, set up a child-adult mist tent

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. Intro HO 2.00
b. 13.01 Administer oxygen

Provide Information On:

a. Purpose of mist tent
b. Conditions requiring mist tent*
c. Safety factors
d. Steps of procedure

Provide A/V On:

Mist tent

Demonstration of Tasks:

Mist tent

Laboratory Practice:

Have learner set up the mist tent

Clinical Application:

Have learner set up a mist tent for a patient

INSTRUCTIONAL MATERIALS

Instructional Units:

a. HOS 13.07 Set up mist tent
b. NC 3.02* Disorders of toddler
c. MS 13.03* Infectious conditions of respiratory system

Textbooks:

a. Caldwell and Hegner
b. Thompson and Rosdahl

A/Vs:

Trainex "Oxygen Administration"

Equipment:

a. Tent frame
b. Mist tent
c. Ice
d. Nebulizer

(continued on next page)

*Clinical Hours: 2 hrs. 25 min.

CLASSROOM HOURS 30 min.

EVALUATION 13.07 (continued)

a. Given a patient, physician's orders and the necessary equipment, the learner will set up a mist tent according to performance checklist Intro HO 2.00 and HOS 13.07.

b. Test questions are available in HOS Test Items HOS 13.00 and All Other Test Items *NC 3.00 and *MS 13.00.

INSTRUCTIONAL MATERIALS (continued)

Equipment:

e. Distilled water
f. Oxygen supply
g. "No Smoking" sign

TASK

13.08 Assist with water-sealed drainage

PERFORMANCE OBJECTIVE

Provided a patient with chest drainage, physician's orders and the necessary equipment, assist with water-sealed drainage.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. Intro HO 2.00
b. 13.01 Administer oxygen
c. 13.02 Assist with breathing exercises

Provide Information On:

a. Purpose of chest drainage
b. Review of conditions which may require chest drainage*
c. How water-sealed works
d. Equipment maintenance
e. Safety factors

Provide A/V On:

Water sealed drainage

Demonstration of Tasks:

Water-sealed drainage

Laboratory Practice:

Have learner practice the task, using a mannequin as the patient

Clinical Application:

Have learner assist a patient with water-sealed drainage

INSTRUCTIONAL MATERIALS

Instructional Units:

a. HOS 13.08 Assist with water-sealed drainage
b. MS 13.04* Surgical conditions of respiratory system

Textbooks:

a. Broadwell and Milutinovic
b. Thompson and Rosdahl

A/Vs:

Trainex "Care of the Patient with Water-sealed Drainage"

Equipment:

a. Tape
b. Hemostats
c. Chest bottle with tube
d. Mannequin

*Clinical Hours: 4 hrs. 50 min.

CLASSROOM HOURS 1

EVALUATION 13.08 (continued)

a. Provided a patient with chest drainage, physician's orders and the necessary equipment, the learner will assist the patient with water-sealed drainage according to performance checklists Intro HO 2.00 and HOS 13.08.

b. Test questions are avaiable in HOS Test Items HOS 13.08 and All Other Test Items, *MS 13.04.

TASK

14.01 Serve food tray

PERFORMANCE OBJECTIVE

Provided a patient, physician's orders and the necessary equipment, serve a patient's tray.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

Intro HO 2.00

Provide Information On:

a. Anatomy of digestive system
b. Nutritional needs of patients*
c. Why special diets are needed
d. Types of diets used in treatment of patients
e. Factors which affect eating habits and appetite
f. Steps of procedure

Laboratory Practice:

Have learner plan and prepare therapeutic patient diets and serve the tray to a classmate

Clinical Application:

Have learner serve a patient's food tray

INSTRUCTIONAL MATERIALS

Instructional Units:

a. HOS 14.01 Serve food tray
b. NDT 1.00* Intro nutrition
c. NDT 2.00* Basic nutrition
d. NDT 3.00* Water, cellulose, minerals and vitamins
e. NDT 4.00* Nutrition during lift span
f. NDT 5.00* Diet therapy
g. AP 6.00* Digestive system

Textbooks:

a. HRET, Being a Nursing Aide
b. Lewis

Equipment:

a. Food tray
b. Dishes
c. Stove
d. Refrigerator
e. Food
f. Suggested menus for special diets

*Clinical Hours: 4 hrs. 50 min.

CLASSROOM HOURS 49

a. Given a patient, physician's orders and the necessary equipment, the learner will serve the patient's food tray according to performance checklists Intro HO 2.00 and HOS 14.01.

b. Test questions are available in HOS Test Items HOS 14.00 and All Other Test Items, *NDT 1.00 - 5.00, *AP 6.00.

TASK

14.02 Feed the patient

PERFORMANCE OBJECTIVE

Provided a patient who cannot feed him/herself and the prescribed diet, feed the patient.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. Intro HO 2.00
b. 14.01 Serve diet tray

Provide Information On:

a. Types of patients who need feeding
b. Ways to encourage patient
to to eat
c. Steps on feeding the patient

Provide A/V On:

Feeding the patient

Demonstration of Tasks:

Feeding the patient

Laboratory Practice:

Have learner practice the task by simulating a situation using a classmate as a patient with varied handicaps

Clinical Application:

Have learner feed a patient who needs assistance

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 14.02 Feed the patient

Textbooks:

a. HRET, Being a Nursing Aide
b. Lewis

A/Vs:

Trainex "Feeding the Patient"

Equipment:

Tray with food

*Clinical Hours: 3 hrs. 30 min.

CLASSROOM HOURS 1

EVALUATION 14.02 (continued)

a. Given a patient who must be fed, and the prescribed diet, the learner will feed the patient according to performance checklists Intro HO 2.00 and HOS 14.02.

b. Test questions are available in HOS Test Items, HOS 14.00.

TASK

14.03 Administer gavage feeding

PERFORMANCE OBJECTIVE

Provided a patient who requires gavage feedings, the prescribed formula and the necessary equipment, administer gavage feeding.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. Intro HO 2.00
b. 14.01 Serve diet tray

Provide Information On:

a. What gavage is
b. When gavage feedings are required
c. Types of feedings given
d. Safety precautions
e. Steps of procedure

Provide A/V On:

Gavage feeding

Demonstration of Tasks:

Gavage feeding

Laboratory Practice:

Have learner practice the task, using a mannequin as the patient

Clinical Application:

Have learner administer gavage feedings to a patient

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 14.03 Administer gavage feedings

Textbooks:

a. Broadwell and Milutinovic
b. Lewis

A/Vs:

Trainex "Gavage"

Equipment:

a. Mannequin with N/G tube inserted
b. Asepto syringe/funnel
c. Cup of water
d. Clamp
e. Formula
f. Stethoscope

*Clinical Hours: 1 hr. 30 min.

CLASSROOM HOURS

1

EVALUATION 14.03 (continued)

a. Given a patient who requires gavage feeding, the prescribed formula and the necessary equipment, the learner will administer gavage feeding according to performance checklists Intro HO 2.00 and HOS 14.03.

b. Test questions are available in HOS Test Items HOS 14.03.

TASK

15.01 Collect a routine urine specimen

PERFORMANCE OBJECTIVE

Provided a patient, pnysician's orders, laboratory requisition and the necessary equipment, collect a urine specimen from a patient.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. Intro HO 2.00
b. 1.02 Assist with urine elimination

Provide Information On:

a. Why urine specimens are necessary
b. Anatomy of urinary system*
c. Constituents of normal urine*
d. Steps of procedure

Provide A/V On:

Collecting a urine specimen

Demonstration of Tasks:

Collecting a urine specimen

Laboratory Practice:

Have learner practice the task using a classmate as the patient

Clinical Application:

Have learner collect a routine urine specimen from a patient

INSTRUCTIONAL MATERIALS

Instructional Units:

a. HOS 15.01 Collect a routine urine
b. AP 8.00* Urinary system
c. MS 12.00* Conditions of urinary system

Textbooks:

a. Hornemann
b. Thompson
c. V-TECS Performance Guide #122

A/Vs:

Trainex a. "Collecting Urine Specimen
b. "Assisting the Patient with Urine Elimination"

Equipment:

a. Laboratory requisition
b. Container and cover
c. Label
d. Bedpan or urinal with cover

*Clinical Hours: 4 hrs.

CLASSROOM HOURS

25

EVALUATION 15.01 (continued)

a. Given a patient, physician's orders, laboratory requisition and the necessary equipment, the learner will collect a routine urine specimen from a patient according to performance checklists Intro HO 2.00 and HOS 15.01 and V-TECS Performance Guide # 122.

b. Test questions are available in HOS Test Items HOS 15.00 and All Other Test Items, AP 8.00* and MS 12.00*.

TASK

15.02 Collect a clean-catch urine specimen

PERFORMANCE OBJECTIVE

Provided a patient, physician's orders, a laboratory requisition and the necessary equipment, collect a clean-catch urine specimen.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. Intro HO 2.00
b. 15.01 Collect a routine urine specimen

Provide Information On:

a. Reason for clean-catch specimen
b. Steps of procedure

Provide A/V On:

Collecting a clean-catch specimen

Demonstration of Tasks:

Collecting a clean-catch specimen

Laboratory Practice:

Have learner practice the cleansing steps using a mannequin as the patient

Clinical Application:

Have learner collect a clean-catch urine specimen

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 15.02 Collect a clean-catch urine specimen

Textbooks:

a. Hornemann
b. Lewis

A/Vs:

Trainex "Urinary Care"

Equipment:

a. Cleansing solution
b. Cotton balls
c. Sterile gloves (if required)
d. Sterile container
e. Label
f. Bedpan or bathroom
g. Mannequin

*Clinical Hours: 2 hrs.

CLASSROOM HOURS 1

EVALUATION 15.02 (continued)

a. Given a patient, physician's orders, a laboratory requisition and the necessary equipment, the learner will collect a clean-catch urine specimen according to performance checklists Intro HO 2.00 and HOS 15.01.

b. Test questions are available in HOS Test Items, HOS 15.00.

TASK

15.03 Test urine for sugar and acetone

PERFORMANCE OBJECTIVE

Provided a urine specimen, physician's orders and the necessary equipment, test the urine for sugar and acetone.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. Intro HO 2.00
b. 15.01 Collect a routine urine specimen

Provide Information On:

a. Why sugar and acetone are checked
b. Anatomy of endocrine system *
c. Conditions of the endocrine system*
d. Steps of procedure

Provide A/V On:

Testing urine for sugar and acetone

Demonstration of Tasks:

Testing urine for sugar and acetone

Laboratory Practice:

Have learner test the urine specimens of classmates

Clinical Application:

Have learner complete the task in clinical setting

INSTRUCTIONAL MATERIALS

Instructional Units:

a. HOS 15.03 Test urine for S/A
b. AP 10.00* Endocrine system
c. MS 17.00* Conditions of endocrine system
d. V-TECS Performance Guide #125.

Textbooks:

a. Hornemann
b. Thompson and Rosdahl

A/Vs:

Trainex "Testing the Urine for Glucose and Ketones"

Equipment:

a. Urine specimen
b. Other equipment will be dictated by type of method used; follow directions of manufacturer

*Clinical Hours: 14 hrs. 25 min.

CLASSROOM HOURS

13

EVALUATION 15.03 (continued)

a. Given a urine specimen, physician's order and the necessary equipment, the learner will test the urine for sugar and acetone according to procedure explained by manufacturer or V-TECS Performance Guide #125.

b. Test questions are available in HOS Test Items, HOS 15.00 and All Other Test Items, *AP 10.00 and *MS 17.00.

TASK

15.04 Insert a urinary catheter

PERFORMANCE OBJECTIVE

Provided a patient, physician's orders and the necessary equipment, insert a straight and/or retention urinary catheter.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. Intro HO 2.00
b. 15.01 Collect a routine urine specimen
c. 5.01 Wash hands
d. 5.02 Handle sterile equipment
e. 5.03 Don sterile gloves

Provide Information On:

a. Purpose of catheterization
b. When it is required
c. Types of catheters
d. Insertion techniques
e. Steps of procedure

Provide A/V On:

Inserting a urinary catheter

Demonstration of Tasks:

Inserting a urinary catheter

Laboratory Practice:

Have learner practice the procedure using a mannequin as the patient.

Clinical Application

Have learner insert a catheter into a patient's bladder

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 15.04 Insert a urinary catheter

Textbooks:

a. Hornemann
b. Lewis

A/Vs:

Trainex "Urinary Catheterization"

Equipment:

a. Catheter tray
b. Foley catheter
c. Straight catheter
d. Sterile gloves
e. Gooseneck lamp
f. Mannequin

*Clinical Hours: 9 hrs. 35 min.

CLASSROOM HOURS 1

EVALUATION 15.04 (continued)

a. Given a patient, physician's orders and the necessary equipment, the learner will insert a straight and/or retention catheter into the patient's bladder according to performance checklist Intro HO 2.00 and HOS 15.00.

b. Test questions are available in HOS Test Items HOS 15.00.

TASK

15.05 Irrigate the urinary bladder

PERFORMANCE OBJECTIVE

Provided a patient with an indwelling urinary catheter, physician's orders and the necessary equipment, irrigate the bladder.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. Intro HO 2.00
b. 15.04 Insert a urinary catheter

Provide Information On:

a. Reasons for bladder irrigations
b. Conditions which require bladder irrigation*
c. Equipment used
d. Safety precautions
e. Steps of procedure

Provide A/V On:

Irrigating urinary bladders

Demonstration of Tasks:

Irrigating urinary bladder

Laboratory Practice:

Have learner practice the procedure using a mannequin as the patient

Clinical Application:

Have learner irrigate a patient's bladder

INSTRUCTIONAL MATERIALS

Intructional Units:

a. HOS 15.05 Irrigate the urinary bladder
b. MS 18.03* Conditions of male reproductive system

Textbooks:

a. Hornemann
b. Lewis

A/Vs:

Trainex "Closed Urinary Drainage System"

Equipment:

a. Sterile irrigating syringe
b. Sterile irrigating solution
c. Emesis basin
d. Mannequin

*Clinical Hours: 6 hrs.

CLASSROOM HOURS

5

EVALUATION 15.05 (continued)

a. Given a patient with an indwelling urinary catheter, physician's orders and the necessary equipment, the learner will irrigate the patient's bladder according to performance checklists Intro HO 2.00 and HOS 15.05.

b. Test questions are available in HOS Test Items, HOS 15.05 and All Other Test Items, *MS 18.00.

TASK

15.06 Remove retention catheter

PERFORMANCE OBJECTIVE

Provided a patient with a retention catheter, physician's orders and the necessary equipment, remove the retention catheter.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. Intro HO 2.00
b. 15.01 Collect a routine urine specimen
c. 15.04 Insert a urinary catheter

Provide Information On:

a. Safety precaution
b. Steps of procedure

Demonstration of Tasks:

By instructor or a peer who has mastered the task using a mannequin as patient

Laboratory Practice:

Have learner practice the steps of the procedure using a mannequin as the patient

Clinical Application:

Have learner remove a retention catheter from a patient

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 15.06 Remove retention catheter

Textbooks:

Broadwell and Milutinovic

Equipment:

a. Linen savers
b. Emesis basin
c. Syringe and needle
d. Soap and water
e. Cotton balls and sponges

*Clinical Hours: 2 hrs. 25 min.

CLASSROOM HOURS 1

EVALUATION 15.06 (continued)

a. Given a patient with a retention catheter, physician's orders and the necessary equipment, the learner will remove the retention catheter according to performance checklists Intro HO 2.00 and HOS 15.06.

b. Test questions are available in HOS Test Items, HOS 15.06.

TASK

15.07 Collect a 24-hour urine specimen

PERFORMANCE OBJECTIVE

Provided a patient, physician's orders and the necessary equipment, collect a 24-hour urine specimen.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. Intro HO 2.00
b. 15.01 Collect a routine urine specimen

Provide Information On:

a. Purpose of 24-hour specimen
b. Review of conditions of the urinary tract*
c. Steps of procedure

Provide A/V On:

24-hour specimen

Demonstration of Tasks:

24-hour specimen

Laboratory Practice:

Have learner practice setting up equipment

Clinical Application:

Have learner collect a 24-hour specimen from a patient

INSTRUCTIONAL MATERIALS

Instructional Units:

a. HOS 15.07 Collect a 24-hour urine specimen
b. MS 12.00* Conditions of the urinary system

Textbooks:

a. Hornemann
b. Thompson and Roshahl

A/Vs:

Trainex "Urinary Care"

Equipment:

a. Gallon bottle
b. Label for bottle
c. Laboratory requisition
d. Signs
e. Ice (optional according to agency)

*Clinical Hours: 4 hrs. 50 min.

CLASSROOM HOURS 1

EVALUATION 15.07 (continued)

a. Given a patient, physician's order and the necessary equipment, the learner will collect a 24-hour urine specimen according to performance checklists Intro HO 2.00 and HOS 15.07.

b. Test questions are available in HOS Test Items, HOS 15.07 and All Other Test Items, *MS 12.00.

TASK

16.01 Give enema

PERFORMANCE OBJECTIVE

Provided a patient, physician's orders, and the necessary equipment, give the patient an enema.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. Intro HO 2.00
b. 1.02 Assist bedpan or bedside commode

Provide Information On:

a. Purpose of enema
b. Types of enemas
c. Equipment used
d. Safety factors
e. Steps of procedure

Provide A/V On:

Giving an enema

Demonstration of Tasks:

Giving an enema

Laboratory Practice:

Have learner practice giving an enema using a mannequin as the patient.

Clinical Application:

Have learner give a patient an enema

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 16.01 Give an enema

Textbooks:

a. Hornemann
b. Lewis

A/Vs:

Trainex "Cleansing Enema"

Equipment:

Enema Tray containing:
a. Irrigating can
b. Tubing with stopcock
c. Rectal tube
d. Lubricant

(continued on next page)

*Clinical Hours: 4 hrs. 50 min.

CLASSROOM HOURS 1 hr. 30 min.

EVALUATION 16.01 (continued)

a. Given a patient, physician's orders and the necessary equipment, the learner will administer an enema according to performance checklists Intro HO 2.00 and HOS 16.01.

b. Test questions are available in HOS Test Items, HOS 16.00.

INSTRUCTIONAL MATERIALS (continued)

Equipment:

e. Irrigating solution at 105° F
f. Bedpan and cover
g. Linen savers
h. Mannequin
i. Soap or saline solution

TASK

16.02 Insert rectal suppository

PERFORMANCE OBJECTIVE

Provided a patient, physician's orders, and the necessary equipment, administer a rectal suppository to the patient.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. Intro HO 2.00
b. 1.02 Assist with bedpan or bedside commode

Provide Information On:

a. Purpose of suppositories
b. Types of rectal suppositories
c. Procedure for inserting rectal suppository

Provide A/V On:

Inserting a rectal suppository

Demonstration of Tasks:

Inserting a rectal suppository

Laboratory Practice:

Have learner practice the steps of the procedure using a mannequin as the patient.

Clinical Application:

Have learner administer a rectal suppository to a patient.

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 16.02 Insert rectal suppository

Textbooks:

a. Hornemann
b. Lewis

A/Vs:

Trainex "Bowel Elimination"

Equipment:

a. Suppository as ordered
b. Tissues
c. Lubricant
d. Glove or finger cot
e. Mannequin

*Clinical Hours: 1 hr. 15 min.

CLASSROOM HOURS 30 min.

EVALUATION 16.02 (continued)

a. Given a patient, physician's orders and the necessary equipment, the learner will administer a rectal suppository to the patient according to performance checklists Intro HO 2.00 and HOS 16.02.

b. Test questions are available in HOS Test Items, HOS 16.00.

TASK

16.03 Collect a stool specimen

PERFORMANCE OBJECTIVE

Provided a patient, physician's orders, a laboratory requisition and the necessary equipment, collect a stool specimen from a patient.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. Intro HO 2.00
b. 1.02 Assist with bedpan or bedside commode
c. 16.01 Give enema
d. 16.02 Insert rectal suppository

Provide Information On:

a. Purpose of stool specimen
b. Types of tests performed on stool specimen
c. Equipment needed
d. Steps of procedure

Provide A/V On:

Collecting a stool specimen

Demonstration of Tasks:

Collecting a stool specimen

Laboratory Practice:

Have learner gather the equipment and practice labeling specimen.

Clinical Application:

Have learner collect a stool specimen from a patient

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 16.03 Collect a stool specimen

Textbooks:

a. Hornemann
b. Lewis

A/Vs:

Trainex "Bowel Elimination"

Equipment:

a. Bedpan or bedside commode
b. Specimen container with label
c. Tissue
d. Tongue depressor

*Clinical Hours: 1 hr. 15 min.

CLASSROOM HOURS

30 min.

EVALUATION 16.03 (continued)

a. Given a patient, physician's orders and the necessary equipment, the learner will collect a stool specimen from the patient according to performance checklists Intro HO 2.00 and HOS 16.03.

b. Test questions are available in HOS Test Items HOS 16.00.

TASK

16.04 Remove fecal impaction

PERFORMANCE OBJECTIVE

Provided a patient with a fecal impaction, physician's orders and the necessary equipment, remove the fecal impaction.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. Intro HO 2.00
b. 1.02 Assist with bedpan or bedside commode

Provide Information On:

a. What a fecal impaction is
b. Causes of a fecal impaction
c. Steps of procedure

Provide A/V On:

Removing a fecal impaction

Demonstration of Tasks:

Removing a fecal impaction

Laboratory Practice:

Have learner practice the procedure using a mannequin as the patient

Clinical Application:

Have learner remove a fecal impaction from a patient

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 16.04 Remove fecal impaction

Textbooks:

a. Lewis
b. Thompson and Rosdahl

A/Vs:

Trainex "Bowel Elimination"

Equipment:

a. Bath blanket
b. Bedpan
c. Linen savers or plastic sheet
d. Gloves
e. Lubricant
f. Mannequin

*Clinical Hours: 1 hr. 15 min.

CLASSROOM HOURS 30 min.

EVALUATION 16.04 (continued)

a. Provided a patient with a fecal impaction, physician's orders and the necessary equipment, the learner will remove the fecal impaction according to performance checklists Intro HO 2.00 and HOS 16.04.

b. Test questions are available in HOS Test Items, HOS 16.00.

TASK

17.01 Assist with physical examination

PERFORMANCE OBJECTIVE

Provided a patient who is to have a physical examination and the necessary equipment, assist the patient and physician throughout the procedure.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. Intro HO 2.00
b. 7.01 Take temperature
c. 7.02 Take pulse
d. 7.03 Take respiration
e. 7.04 Take blood pressure
f. 15.01 Collect a routine urine specimen
g. 15.02 Collect a clean-catch specimen

Provide Information On:

a. Purpose of physical exam
b. Patient positions for examination
c. Equipment required
d. Ways to insure patient's comfort
e. Variations by age group

Provide A/V On:

Positioning patients and equipment used

Demonstration of Tasks:

Positioning patients and equipment used

Laboratory Practice:

(continued on next page)

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 17.01 Assist with physical exam

Textbooks:

a. Hornemann
b. Lewis

A/Vs:

Trainex "Assisting with a Physical Examination"

Equipment:

a. Otoscope
b. Opthalmoscope
c. Sphygomanometer
d. Flashlight

(continued on next page)

*Clinical Hours: 4 hrs. 50 min.

CLASSROOM HOURS 2 hrs.

EVALUATION 17.01 (continued)

a. Given a patient who is to have a physical examination and the necessary equipment, the learner will assist the patient and physician with the examination according to performance checklists Intro HO 2.00 and HOS 17.01.

b. Test questions are available in HOS Test Items, HOS 17.00.

INSTRUCTIONAL ACTIVITIES

Laboratory Practice:

Have learner practice the positioning and draping of a patient using a peer as the patient. Learner should also practice assembling the necessary equipment.

Clinical Application:

Have learner assist a patient and physician throughout a physical examination.

INSTRUCTIONAL MATERIALS

Equipment:

e. Tongue depresser
f. Vaginal speculum
g. Percussion hammer
h. Gooseneck lamp
i. Lubricant
j. Disposable gloves
k. Waste can
l. Drape material
m. Tissues
n. Paper towels
o. Thermometer
p. Pen
q. Cottonballs

TASK

17.02 Irrigate EENT
Subtask 17.02a Irrigate an eye(s)

PERFORMANCE OBJECTIVE

Provided a patient, physician's orders and the necessary equipment, irrigate the patient's eye(s).

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. Intro HO 2.00
b. 5.02 Handle sterile equipment

Provide Information On:

a. Purpose of eye irrigations
b. Anatomy of eye*
c. Conditions of the eye*
d. Steps of the procedure

Demonstration of Tasks:

By instructor or a peer who has mastered the task, using a mannequin as a patient.

Laboratory Practice:

Have learner practice the steps of the procedure using a mannequin as the patient

Clinical Application:

Have learner irrigate a patient's eye

INSTRUCTIONAL MATERIALS

Instructional Units:

a. HOS 17.02 Irrigate EENT
b. AP 5.01* Describe the eye
c. MS 16.01, 16.02* Conditions of the eye

Textbooks:

a. Hornemann
b. Lewis

Equipment:

a. Emesis basin
b. Sterile dropper
c. Sterile cotton balls
d. Sterile solution
e. Sterile medicine glass
f. Mannequin

*Clinical Hours: 4 hrs. 50 min.

CLASSROOM HOURS 5 hrs.

EVALUATION 17.02a (continued)

a. Given a patient, physician's orders and the necessary equipment, the learner will irrigate the patient's eye according to performance checklists Intro HO 2.00 and HOS 17.02a.

b. Test questions are available in HOS Test Items HOS 17.00 and All Other Test Items *AP 5.00, *MS 16.00.

TASK

17.02 Irrigate EENT
Subtask 17.02b Irrigate an ear

PERFORMANCE OBJECTIVE

Provided a patient, physician's orders and the necessary equipment, irrigate the patient's ear.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

Intro HO 2.00

Provide Information On:

a. Purpose of ear irrigations
b. Anatomy of the ear*
c. Conditions of the ear*
d. Steps of the procedure

Demonstration of Tasks:

By instructor or a peer who has mastered the task, using a mannequin as a patient.

Laboratory Practice:

Have learner practice the steps of the procedure using a mannequin as the patient.

Clinical Application:

Have learner irrigate a patient's ear.

INSTRUCTIONAL MATERIALS

Instructional Units:

a. HOS 17.02 Irrigate EENT
b. AP 5.02* Anatomy of the ear
c. MS 16.03* Diseases and disorders of the ear

Textbooks:

a. Hornemann
b. Lewis

Equipment:

a. Linen savers
b. Emesis basin
c. Syringe or irrigating tubing with ear tip
d. Irrigating solution
e. Mannequin

*Clinical Hours: 4 hrs. 50 min.

CLASSROOM HOURS

5 hrs.

EVALUATION 17.02b

a. Given a patient, physician's orders and the necessary equipment, the learner will irrigate the patient's ear according to performance checklists Intro HO 2.00 and HOS 17.02b.

b. Test questions are available in HOS Test Items HOS 17.00 and All Other Test Items, *AP 5.00, *MS 16.00.

TASK

17.03 Prepare equipment and supplies for sterilization

PERFORMANCE OBJECTIVE

Given a list of the contents needed for a pack or tray, prepare the equipment and supplies and set up the pack or tray for sterilization.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. 5.01 Wash hands
b. 5.02 Handle sterile equipment

Provide Information On:

a. Difference between disinfection and sterilization
b. Methods of sterilization
c. Which methods are appropriate for certain articles
d. Steps of procedures for preparing various articles

Demonstration of Tasks:

By instructor or a peer who has mastered the task

Laboratory Practice:

Have learner practice steps of procedures

Clinical Application:

Have learner prepare supplies and equipment for sterilization

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 17.03 Clean and sterilize equipment

Textbooks:

HRET, Being a Nursing Aide

Equipment:

a. Sink with running water
b. Detergent
c. Linens (gowns, sheets, towels)
d. Dressings (cotton balls, sponges, compresses)
e. Glassware (syringes, tubing, jars, beakers)

(continued on next page)

*Clinical Hours: 4 hrs. 50 min.

CLASSROOM HOURS

1 hr.

EVALUATION 17.03 (continued)

a. Given a list of the contents for a tray or pack and the necessary equipment, the learner will prepare the supplies and equipment for sterilization according to performance checklist HOS 17.03.

b. Test questions are available in HOS Test Items, HOS 17.00.

INSTRUCTIONAL MATERIALS (continued)

Equipment:

f. Instruments (hemostats, towel, clamps, retractors)
g. Suture and suture needles
h. Rubber goods (gloves, catheters)

TASK

17.04 Collect throat or nose specimen for culture

PERFORMANCE OBJECTIVE

Provided a patient, physician's orders, a laboratory requisition and the necessary equipment, collect a nose or throat specimen for culture.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. Intro HO 2.00
b. HOS 5.01 Wash hands
c. HOS 5.02 Handle sterile equipment

Provide Information On:

a. Purpose of culture
b. Types of conditions requiring a throat/nose culture for diagnosis
c. Equipment needed
d. Steps of procedure

Demonstration of Tasks:

By instructor or a peer who has mastered the task

Laboratory Practice:

Have learner practice the procedure using a mannequin as the patient

Clinical Application:

Have learner collect a throat/nose specimen from a patient.

INSTRUCTIONAL MATERIALS

Instructional Units:

a. MS 1.01* Causes of disease
b. MS 13.01* Overview of conditions of respiratory tract
c. MS 13.03* Infectious conditions of respiratory tract
d. V-TECS Performance Guide #124

Textbooks:

Thompson and Rosdahl

Equipment:

a. Sterile culture tube
b. Sterile swab
c. Tongue blade
d. Label
e. Pen
f. Mannequin

*Clinical Hours: 2 hrs. 25 min.

CLASSROOM HOURS 30 min.

EVALUATION 17.04 (continued)

a. Given a patient, physician's orders, a laboratory requisition and the necessary equipment, the learner will collect a nose or throat culture from the patient.

b. Test questions are available in All Other Test Items MS 1.00* and MS 13.00*.

TASK

18.01 Process patients for unit admission

PERFORMANCE OBJECTIVE

Provided a patient, admission forms, agency policy and the necessary equipment, process the patient for admission.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. Intro HO 2.00
b. 7.01 Take temperature
c. 7.02 Take pulse
d. 7.03 Take respirations
e. 7.04 Take blood pressure
f. 15.01 Collect a routine urine specimen
g. 4.01 Adjust beds and siderails

Provide Information On:

a. Importance of admission
b. Role of person admitting the patient
c. Ways to comfort patient
d. Steps of admission procedure

Provide A/V On:

Admitting a patient

Demonstration of Tasks:

Admitting a patient

Laboratory Practice:

Have learner practice admitting a patient using a peer as the patient

Clinical Application:

Have learner admit a patient to a hospital unit

INSTRUCTIONAL MATERIALS

Instructional Units:

a. HOS 18.02 Admit a patient
b. V-TECS Performance Guide #7

Textbooks:

a. HRET, Being a Nursing Aide
b. Lewis

A/Vs:

Trainex "Admission and Discharge"

Equipment:

continued on back

*Clinical Hours: 4 hrs. 50 min.

CLASSROOM HOURS 1

EVALUATION 18.01 (continued)

a. Given a patient, admission forms, agency policy and the necessary equipment, the learner will admit the patient to the hospital unit according to performance checklists Intro HO 2.00 and HOS 18.02 and V-TECS Performance Guide #7.

b. Test questions are available in HOS Test Items, HOS 18.00.

INSTRUCTIONAL MATERIALS

Equipment:

a. Pad and pen
b. Scales
c. Urine specimen container
d. Sphygmomanometer
e. Stethoscope
f. Clinical thermometer
g. Watch with second hand
h. Patient's chart

TASK

18.02 Transfer a patient within the same facility

PERFORMANCE OBJECTIVE

Provided a patient, transfer forms, agency policy and the necessary equipment, transfer the patient from one area of the facility to another.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. Intro HO 2.00
b. 8.02 Assist patient with wheelchair
c. 8.05 Transfer patient with stretcher

Provide Information On:

a. Reasons for patient transfer
b. Safety precautions
c. Steps of procedure

Laboratory Practice:

Have learner practice transferring a patient to another locale, using a peer as the patient

Clinical Application:

Have learner transfer a patient from one area of a facility to another area.

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 18.03 Transfer a patient within the facility

Textbooks:

a. HRET, Being a Nursing Aide
b. Wood and Rambo

Equipment:

a. Stretcher
b. Wheelchair
c. Blanket
d. Pillow
e. Patient's personal articles
f. Transfer forms

*Clinical Hours: 2 hrs. 25 min.

CLASSROOM HOURS

30 min.

EVALUATION 18.02 (continued)

a. Given a patient, transfer forms, agency policy and the necessary equipment, the learner will transfer the patient to another locale within the facility according to performance checklists Intro HO 2.00 and HOS 18.03.

b. Test questions are available in HOS Test Items HOS 18.00.

TASK

18.03 Discharge a patient

PERFORMANCE OBJECTIVE

Provided a patient, discharge orders, agency policies, discharge forms and the necessary equipment, discharge the patient from the facility.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. Intro HO 2.00
b. 8.02 Assist patient with wheelchair
c. 8.05 Transfer patient with stretcher

Provide Information On:

a. Ways of insuring a pleasant discharge period
b. Discharge "Against Medical Advice"
c. Steps of procedure

Provide A/V On:

Discharging a patient

Laboratory Practice:

Have learner practice the steps of the procedure using a peer as the patient

Clinical Application:

Have learner discharge a patient from the facility

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 18.04 Discharge a patient

Textbooks:

a. HRET, Being a Nursing Aide
b. Lewis

A/Vs:

Trainex, "Admission and Discharge"

Equipment:

a. Wheelchair
b. Stretcher
c. Discharge forms
d. Patient's belongings

*Clinical Hours: 2 hrs. 25 min.

CLASSROOM HOURS 30 min.

EVALUATION 18.03 (continued)

a. Given a patient, discharge orders, agency policies, discharge forms and the necessary equipment, the learner will discharge the patient from the facility according to performance checklists Intro HO 2.00 and HOS 18.04.

b. Test questions are available in HOS Test Items, HOS 18.00.

TASK

19.01 Give oral medications*

PERFORMANCE OBJECTIVE

Provided a patient, physician's orders, oral medications and the necessary equipment, set up and administer oral medications.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

Intro HO 2.00

Provide Information On:

a. Basic guides for administering drugs
b. Special procedures for narcotics
c. Types of oral medications
d. Safety precautions
e. Allergic reactions
f. Steps of procedure

Laboratory Practice:

Have learner practice the steps of setting up oral medications. Using a peer as a patient have learner practice administering an oral medication.

Clinical Application:

Have learner administer oral medications to a patient.

INSTRUCTIONAL MATERIALS

Instructional Units:

a. HOS 19.01 Administer oral medications
b. MS 2.00 Allergic reactions

Textbooks:

a. Lewis
b. Skelley

Equipment:

a. Kardex
b. Sample oral medications
c. Cups for pills and liquids
d. Medication records
e. Medication cards
f. Tray
g. Pen

*Clinical Hours: 16 hrs.

CLASSROOM HOURS

8 hrs.

EVALUATION 19.01 (continued)

a. Given a patient, physician's orders, oral medications and the necessary equipment, the learner will give the patient oral medications according to performance checklists Introl HO 2.00 and HOS 19.01.

b. Test questions are available in HOS Test Items HOS 19.00 and All Other Test Items, BDA 1.00 - 2.00, MS 2.00.

TASK

19.02 Give parenteral medications

PERFORMANCE OBJECTIVE

Given a patient, physician's orders, parenteral medications and the necessary equipment, administer parenteral medications.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. Intro HO 2.00
b. 19.01 Give oral medications

Provide Information On:

a. Definition of parenteral
b. Types of parenteral medications
c. Safety precautions
d. Modifications for pediatric patients
e. Steps of procedure for each type injection

Provide A/V On:

Giving injections

Provide Demonstration On:

Giving injections

Laboratory Practice:

Have learner practice giving each type injection. Use mannequin initially then have learner administer subcutaneous normal saline injections to peers

Clinical Application:

Have learner administer parenteral medications to patients

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 19.02 Administer parenteral medications

Textbooks:

a. Lewis
b. Thompson and Rosdahl
c. Wood and Rambo

A/Vs:

Trainex "Intramuscular and Subcutaneous Injections"

Equipment:

a. Alcohol sponges
b. Multi-dose vial
c. Ampule of drug
d. Single-dose vial

(continued on back)

*Clinical Hours: 20 hrs.

CLASSROOM HOURS

4

EVALUATION 19.02 (continued)

a. Given a patient, physician's orders, parenteral medications, and the necessary equipment, the learner will give parenteral medications according to performance checklists Intro HO 2.00 and HOS 19.02.

b. Test questions are available in HOS Test Items HOS 19.00 and all Other Test Items, BDA 1.00 - 2.00.

INSTRUCTIONAL MATERIALS (continued)

Equipment:

e. Kardex
f. Medication cards
g. Varied size syringes
h. Varied size needles
i. Mannequin

TASK

20.00 Put on sterile gown

PERFORMANCE OBJECTIVE

Provided a sterile gown, and the necessary equipment, don the sterile gown after completing a surgical scrub.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. Intro HO 2.00
b. 5.02 Handle sterile equipment
c. 5.03 Don sterile gloves

Provide Information On:

a. Sterile attire
b. Purpose of surgical scrub
c. Procedure for scrub and donning sterile gown

Provide A/V On:

Gowning

Demonstration of Tasks:

By instructor or peer who has mastered the task

Laboratory Practice:

Have learner practice the surgical scrub and donning a sterile gown.

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 20.01 Don surgically aseptic attire

Textbooks:

Wood and Rambo

A/Vs:

Trainex "Operating Room Scrubbing, Gowning and Gloving"

Equipment:

a. Soap in dispenser
b. Scrub sink
c. Orange stick
d. Scrub pad

(continued on back)

*Clinical Hours: 2 hrs.

CLASSROOM HOURS 30 min.

EVALUATION 20.00 (continued)

a. Given a sterile gown and the necessary equipment the, learner will complete a surgical scrub and don the sterile gown according to performance checklists HOS 20.01a and HOS 20.01b.

b. Test questions are available in HOS Test Items HOS 20.00.

INSTRUCTIONAL MATERIAL (continued)

Equipment:

e. Sterile towel
f. Sterile gown
g. Sterile gloves

TASK

21.01 Measure intake and output

PERFORMANCE OBJECTIVE

Provided a patient, physician's orders and the necessary equipment and supplies, measure the patient's intake and output.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

Intro HO 2.00

Provide Information On:

a. Importance of intake and output
b. Body fluids that are measured
c. Metric equivalents
d. Steps of procedure

Provide A/V On:

Measuring I and O

Laboratory Practice:

Have learner practice converting household quantities to metric quantities and record keeping.

Clinical Application:

Have measure and record a patient's I and O.

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 21.01 Measure I and O

Textbooks:

a. Hornemann
b. Lewis

A/Vs:

Trainex "Intake and Output"

Equipment:

a. I and O record
b. Graduated cylinder
c. Conversion table
d. Pencil and pad
e. Sign
f. Graduated basin for commode

*Clinical Hours: 2 hrs. 25 min.

CLASSROOM HOURS 1

EVALUATION 21.01 (continued)

a. Given a patient, physician's orders and the necessary equipment and supplies, the learner will measure and record the patient's intake and output according to performance checklists Intro HO 2.00 and HOS 21.01.

b. Test questions are available in HOS Test Items, HOS 21.00.

TASK

21.02 Care for a patient receiving IV infusion

PERFORMANCE OBJECTIVE

Given a patient receiving an IV infusion, assist the patient with daily activities and regulate the IV flow rate.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. Intro HO 2.00
b. 2.04 Dress an adult patient
c. 21.01 Measure intake and output

Provide Information On:

a. What IV infusion is
b. Ways to insure patient's safety and comfort
c. How to assist the patient in dressing and ambulating
d. How to regulate IV flow rate (V-TECS Performance Guide #111)

Provide A/V On:

IV therapy

Laboratory Practice:

Have learner practice calculating IV flow rate.

Clinical Application:

Have learner assist a patient who is receiving an IV infusion

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 21.02 Care for a patient receiving IV therapy

Textbooks:

a. Hornemann
b. Lewis

A/Vs:

Trainex "Care of Your Patient Receiving Intravenous Therapy"

Equipment:

a. Practice IV set
b. Mannequin
c. Watch with second hand

*Clinical Hours: 2 hrs. 25 min.

CLASSROOM HOURS 1

EVALUATION 21.02 (continued)

a. Given a patient receiving an IV infusion, the learner will assist the patient with daily care and will regulate the IV flow rate according to performance checklist Intro HO 2.00, HOS 21.02 and V-TECS Performance Guide #111.

b. Test questions are available in HOS Test Items HOS 21.00.

TASK

21.03 Assist a patient with fluid imbalance

PERFORMANCE OBJECTIVE

Given a patient with a fluid imbalance and physician's orders, give the patient the nursing care required to keep the patient safe and comfortable.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. Intro HO 2.00
b. 21.01 Measure I and O
c. 21.02 Give care to patient receiving IV infusion
d. 1.03 Give back rub
e. 2.01 Give bed bath
f. 1.01 Maintain oral hygiene
g. 4.03 Make occupied bed
h. 10.02 Apply sterile dressing

Provide Information On:

a. Fluid and electrolyte balance*
b. Causes of imbalance
c. Fluid needs of burned patient*
d. Special care required to provide safety and comfort
e. When fluids are forced or limited

Provide A/V On:

Fluid retention and fluid loss

Clinical Application:

Have learner give care to a patient with a fluid imbalance.

INSTRUCTIONAL MATERIALS

Instructional Units:

a. HOS 21.03 Assist patient with a fluid imbalance
b. AP 11.00* Body fluids
c. MS 7.03* Care of burns

Textbooks:

a. Keane
b. Lewis

A/Vs:

Trainex: a. "Fluid Retention - Edema"
b. "Fluid Loss"

*Clinical Hours: 9 hrs. 35 min.

CLASSROOM HOURS

9

EVALUATION 21.03 (continued)

a. Given a patient with a fluid imbalance and physician's orders, the learner will give the necessary nursing care as stated on the performance checklists Intro HO 2.00 and HOS 21.03.

b. Test questions are available in HOS Test Items HOS 21.00 and All Other Test Items, *AP 11.00 and *MS 7.03.

TASK

22.01 Record nursing care

PERFORMANCE OBJECTIVE

Given a patient's chart and pertinent information regarding nursing care, observations, tests, treatments, procedures or situations, record the information.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. AP 1.02 Word elements and medical terms
b. BDA 2.02 Medical abbreviations

Provide Information On:

a. How to observe patient
b. Subjective and objective reporting
c. Setting up a chart
d. Writing nursing notes
e. Developing a nursing care plan

Provide A/V On:

Observing and charting

Laboratory Practice:

Have learner practice setting up a patient's chart and chart nursing notes according to simulated patient conditions

Clinical Application:

Have learner record the nursing care given to a patient.

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 22.01 Record nursing care

Textbooks:

a. Hornemann
b. HRET, *Being a Nursing Aide*
c. Lewis
d. Wood and Rambo

A/Vs:

Trainex "Observation and Charting"

Equipment:

a. Basic chart forms according to agency requirements
b. Pen
c. Simulated patient situations and care given

*Clinical Hours: 9 hrs. 35 min.

CLASSROOM HOURS

2

EVALUATION 22.01 (continued)

a. Given a patient's chart and pertinent information regarding nursing care, observations, test, treatments, procedures or situations, the learner will record the information according to performance checklist HOS 22.01.

b. Test questions are available in HOS Test Items HOS 22.00 and All Other Test Items AP 1.02, BDA 2.02.

TASK

22.02 Transcribe physician's orders

PERFORMANCE OBJECTIVE

Given a patient's chart, physician's orders and the necessary equipment, transcribe the orders.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. AP 1.02 Word elements and medical terminology
b. BDA 2.02 Medical abbreviations

Provide Information On:

a. Types of orders
b. Terminology
c. Abbreviations and symbols
d. Forms used
e. Steps of procedure

Provide A/V On:

Transcribing orders

Laboratory Practice:

Have learner practice transcribing doctor's orders using a set of simulated orders.

Clinical Application:

Have learner transcribe physician's orders for a patient.

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 22.02 Transcribe physician's orders

Textbooks:

a. HRET, Ward Clerk
b. Lewis
c. Wood and Rambo

A/Vs:

Trainex "Transcribing the Doctor's Orders"

Equipment:

a. Physician's order sheet
b. Kardex and nursing care cards
c. Imprinter and patient I.D. plate
d. Requisition forms

*Clinical Hours: 14 hrs. 25 min.

CLASSROOM HOURS 2

EVALUATION 22.02 (continued)

a. Given a patient's chart, physician's orders and the necessary equipment, the learner will transcribe the orders according to performance checklist HOS 22.01.

b. Test questions are available in HOS Test Items HOS 22.00.

TASK

22.03 Receive and deliver mail, gifts and flowers

PERFORMANCE OBJECTIVE

Given a patient and his/her mail, gifts or flowers, deliver the articles to the patient.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. PVR 3.00 Your patient
b. MHI 1.00 Mental health

Provide Information On:

a. Emotional needs of patients
b. Why attention to personal articles improves patient's emotional security
c. Steps of procedure

Laboratory Practice:

a. Have learner practice the task, using a classmate as a patient.
b. VTR of practice with playback to improve self-awareness and importance of communication

Clinical Application:

Have learner deliver mail, gifts and/or flowers to a patient.

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 22.03 Receive and deliver mail, gifts, and flowers

Textbooks:

a. HRET, Ward Clerk
b. Wood and Rambo

Equipment:

Sample letters, flowers, or gifts

*Clinical Hours: 1 hr. 15 min.

CLASSROOM HOURS 30 min.

EVALUATION 22.03 (continued)

a. Given a patient and his/her mail, gifts and/or flowers, the learner will deliver the articles according to performance checklists HOS 22.03.

b. Test questions are available in HOS Test Items HOS 2.00.

TASK

22.04 Fill out charge slips

PERFORMANCE OBJECTIVE

Provided a list of services rendered a patient, or equipment and supplies used for patient care, fill out a requisition or charge slip for each.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Type services and supplies which require a requisition or charge
b. How patient identification is transferred to charge slip
c. Steps of procedure

Demonstration of Tasks:

Completing requisition slips and use of imprinter and patient identification stamp

Laboratory Practice:

Have learner practice filling out charge slips

Clinical Application:

Have learner fill out charge slips for a patient

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 22.04 Schedule patient test, examination and treatment

Textbooks:

Wood and Rambo

Equipment:

a. Requisition
b. Charge slip
c. Imprinter
d. Patient stamp

*Clinical Hours: 1 hr. 15 min.

CLASSROOM HOURS 15 min.

EVALUATION 22.04 (continued)

a. Given a list of services rendered a patient or equipment and supplies used for patient care, the learner will fill out charge slips according to performance checklists HOS 22.04.

b. Test questions are available in HOS Test Items HOS 22.00.

TASK

22.05 Use telephone for accepting and relaying messages

PERFORMANCE OBJECTIVE

Given a telephone, receive a message and relay it to the appropriate person

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

22.02 Transcribing physician's orders

Provide Information On:

a. Importance of good telephone manners
b. Answering the telephone
c. Placing outgoing calls
d. Transferring calls
e. Recording and delivering messages
f. Steps of procedure

Laboratory Practice:

Using taped recordings of telephoned messages have learner practice receiving and relaying messages by recording his/her response and listening to the session for self-evaluation purposes.

Clinical Application:

Have learner use the telephone for accepting and relaying messages

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 22.05 Accept and relay telephone messages

Textbooks:

a. HRET, Ward Clerk
b. Wood and Rambo

Equipment:

a. Tape recorder
b. With sample
c. Messages
d. Telephone

*Clinical Hours: 1 hr. 15 min.

CLASSROOM HOURS 30 min.

EVALUATION 22.05 (continued)

a. Given a telephone, the learner will receive a message and relay it to the appropriate person according to performance checklist HOS 22.05.

b. Test questions are available in HOS Test Items HOS 22.00.

TASK

22.06 Maintain Inventory

PERFORMANCE OBJECTIVE

Provided a hospital or office setting and the necessary supplies, inventory the supplies and equipment as required by the agency.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Purpose of inventory
b. Why it's important
c. How it is completed

Demonstration of Tasks:

By instructor or a peer who has mastered the task.

Laboratory Practice:

Have learner practice the task in the laboratory.

Clinical Application:

Have learner maintain an inventory of supplies and equipment in the clinical setting.

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 22.06 Maintain inventory

Textbooks:

HRET, Ward Clerk

Equipment or Supplies:

a. Inventory sheets
   1. Clerical
   2. Equipment
   3. Supplies
b. Storage area containing various equipment and supplies

*Clinical Hours: 2 hrs. 30 min.

CLASSROOM HOURS 15 min.

EVALUATION 22.06 (continued)

a. Given an inventory sheet, equipment and supplies, the learner will complete the sheet after counting the items on hand.

b. Test questions are available in HOS Test Items HOS 22.00.

TASK

22.07 Conduct a patient census

PERFORMANCE OBJECTIVE

Provided a patient census report form, record the total number of patients on the unit, section or facility.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. What the census is
b. Why it is necessary
c. How it is completed

Laboratory Practice:

Have learner examine the required forms and with a simulated Kardex and patient data complete a census form

Clinical Application:

Have learner complete a patient census report.

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 22.07 Prepare and maintain daily census

Textbooks:

a. HRET, Ward Clerk
b. Wood and Rambo

Equipment:

a. Census form
b. Kardex
c. Patient data

*Clinical Hours: 1 hr. 15 min.

CLASSROOM HOURS 15 min.

EVALUATION 22.07 (continued)

a. Given a patient census report form, the learner will record the total number of patients in the unit, section or facility according to performance checklist HOS 22.07 or V-TECS Performance Guide #1.

b. Test questions are available in HOS Test Items HOS 22.00.

TASK

22.08 Record temperature, pulse, respiration and blood pressure

PERFORMANCE OBJECTIVE

Provided a patient's chart, a graphic sheet and a list of TPR and blood reading, record the vital signs.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Vital signs
b. Why a special form is used for recording vital signs
c. When "Re-takes" are required
d. Steps of procedure

Provide A/V On:

Recording vital signs

Laboratory Practice:

Have learner record vital signs on a graphic sheet using simulated data

Clinical Application:

Have the learner record the patient's temperature, pulse, respiration and blood pressure.

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 22.08 Graph T.P.R.

Textbooks:

a. Caldwell and Heger
b. HRET, Ward Clerk

A/Vs:

Georgia VEMC, "Completing the Graphic Form for the Patient's Chart"

Equipment:

a. Patient data
b. Patient chart
c. Graphic sheet
d. Pen with colored ink according to agency policy

*Clinical Hours: 2 hrs. 15 min.

CLASSROOM HOURS

30 min.

EVALUATION 22.08 (continued)

a. Given the necessary materials and patient data, the learner will record the vital signs according to performance checklist HOS 22.08.

b. Test questions are available in HOS Test Items HOS 22.00.

TASK

22.08 Record temperature, pulse, respiration and blood pressure

PERFORMANCE OBJECTIVE

Provided a patient's chart, a graphic sheet and a list of TPR and blood reading, record the vital signs.

INSTRUCTIONAL ACTIVITIES

Provide Information On:

a. Vital signs
b. Why a special form is used for recording vital signs
c. When "Re-takes" are required
d. Steps of procedure

Provide A/V On:

Recording vital signs

Laboratory Practice:

Have learner record vital signs on a graphic sheet using simulated data

Clinical Application:

Have the learner record the patient's temperature, pulse, respiration and blood pressure.

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 22.08 Graph T.P.R.

Textbooks:

a. Caldwell and Heger
b. HRET, Ward Clerk

A/Vs:

Georgia VEMC, "Completing the Graphic Form for the Patient's Chart"

Equipment:

a. Patient data
b. Patient chart
c. Graphic sheet
d. Pen with colored ink according to agency policy

*Clinical Hours: 2 hrs. 15 min.

CLASSROOM HOURS

30 min.

EVALUATION 22.08 (continued)

a. Given the necessary materials and patient data, the learner will record the vital signs according to performance checklist HOS 22.08.

b. Test questions are available in HOS Test Items HOS 22.00.

TASK

23.01 Carry infant

PERFORMANCE OBJECTIVE

Provided an infant, use the appropriate holds to carry the infant

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

Intro HO 2.00

Provide Information On:

a. Reasons for special ways to carry infants
b. Types of carry
c. Safety factors
d. Procedure for each type carry

Demonstration of Tasks:

By instructor or a peer who has mastered the task, using an infant mannequin

Laboratory Practice:

Have learner practice the three ways to carry an infant, using an infant mannequin

Clinical Application:

Have learner use the three types of holds to carry an infant

INSTRUCTIONAL MATERIALS

Instructional Units:

a. HOS 23.01 Carry infant
b. NC 2.00* The infant

Textbooks:

a. Brigley
b. Hamilton

Equipment:

Infant mannequin

*Clinical Hours: 4 hrs. 35 min.

CLASSROOM HOURS 2 hrs. 30 min.

EVALUATION 23.01 (continued)

a. Given an infant, the learner will carry the infant according to performance checklists Intro HO 2.00 and HOS 23.01.

b. Test questions are available in HOS Test Items HOS 23.00 and All Other Test Items, *NC 2.00.

TASK

23.02 Weigh and measure infant

PERFORMANCE OBJECTIVE

Provided an infant and the necessary equipment, weigh and measure the infant.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. Intro HO 2.00
b. 23.01 Carry infant

Provide Information On:

a. Why accurate weight is important in infant care
b. Reason for length measurement
c. Safety factors
d. Steps of procedure

Demonstration of Tasks:

By instructor or peer who has mastered task using infant mannequin

Laboratory Practice:

Have learner practice weighing and measuring an infant, using an infant mannequin

Clinical Application

Have learner weigh and measure an infant

INSTRUCTIONAL MATERIALS

Instructional Units:

a. HOS 23.02 Weigh and measure infant
b. NC 2.00* The infant

Textbooks:

a. Brigley
b. Hamilton

Equipment:

a. Infant scales
b. Liner for scales
c. Paper for flat surface
d. Pencil
e. Tape measure
f. Infant mannequin

*Clinical Hours: 2 hrs. 25 min.

CLASSROOM HOURS 2 hrs. 30 min.

EVALUATION 23.02 (continued)

a. Given an infant, the learner will weigh and measure the infant according to performance checklists Intro HO 2.00 and HOS 23.00.

b. Test questions are available in HOS Test Items, HOS 23.00 and All Other Test Items *NC 2.00.

TASK

23.03 Collect urine specimen from an infant

PERFORMANCE OBJECTIVE

Provided an infant and the necessary equipment collect a urine specimen.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. Intro HO 2.00
b. 15.01 Collect a routine urine specimen

Provide Information On:

a. When a urine specimen is needed from infants*
b. Type of equipment needed
c. Steps of procedure

Demonstration of Tasks:

By instructor or peer who has mastered the task using an infant mannequin

Laboratory Practice:

Have learner practice the steps of the procedure using an infant mannequin.

Clinical Application:

Have learner collect a urine specimen from an infant patient

INSTRUCTIONAL MATERIALS

Instructional Units:

a. HOS 23.03 Collect urine specimen
b. NC 2.02* Disorders of infant
c. NC 3.02* Disorders of toddler
d. NC 1.00* The hospitalized child

Textbooks:

a. Brigley
b. Hamilton

Equipment:

a. Pediatric urine collector
b. Cotton balls
c. Soap and water
d. Infant mannequin

*Clinical Hours: 2 hrs. 25 min.

CLASSROOM HOURS 10 hrs. 30 min.

EVALUATION 23.03 (continued)

a. Given an infant and the necessary equipment, the learner will collect a urine specimen according to performance checklists Intro HO 2.00 and HOS 23.03.

b. Test questions are available in HOS Test Items HOS 23.00, and All Other Test Items, *NC 2.00, *NC 3.00, *NC 1.00.

TASK

23.04 Give daily care to the newborn

PERFORMANCE OBJECTIVE

Provided an infant and the necessary equipment give the infant daily care to include: sponge bath, cleansing female genitalia, care of circumcision, cord care, and dressing of the infant.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. Intro HO 2.00
b. 23.01 Carry infant

Provide Information On:

a. Care given to a newborn
b. What type bath
c. Care of cord
d. Care of circumcision
e. Care of female genitalia
f. Steps of procedure

Provide A/V On:

Newborn care

Laboratory Practice:

Have learner practice the procedure using the infant mannequin

Clinical Application:

Have learner give daily care to a newborn.

INSTRUCTIONAL MATERIALS

Instructional Units:

a. HOS 23.04 Daily care to newborn
b. MN 4.01* Care of the newborn

Textbooks:

a. Brigley
b. Hamilton

A/Vs:

Trainex "Introduction to Infant Care"

Equipment:

a. Basin with warm water
b. Mild soap
c. Wash cloth

(continued on back)

*Clinical Hours: 9 hrs. 35 min.

CLASSROOM HOURS 3 hrs. 30 min.

EVALUATION 23.04 (continued)

a. Given an infant and the necessary equipment, the learner will give the infant daily care according to performance checklists Intro HO 2.00 and HOS 23.04.

b. Test questions are available in HOS Test Items HOS 23.00 and All Other Test Items, *MN 4.00.

INSTRUCTIONAL MATERIALS (continued)

Equipment:

d. Towels
e. Cotton swabs
f. Cotton balls
g. Waste container
h. Baby clothes
i. Cornstarch (optional)

TASK

23.05 Feed infant

PERFORMANCE OBJECTIVE

Provided an infant and the prescribed formula feed the infant or assist mother to breast feed infant.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. Intro HO 2.00
b. 23.01 Carry infant

Provide Information On:

a. Nutritional needs of newborn and infant
b. Importance of breast feeding
c. Types of formula
d. Steps of procedures in bottle feeding an infant and assist a mother to breast feed

Provide A/V On:

Feeding an infant

Laboratory Practice:

Have learner practice bottle feeding an infant using the infant mannequin. Have learner practice giving instructions to a nursing mother, using a peer as the mother.

Clinical Application:

Have learner feed an infant or assist a mother to breast feed.

INSTRUCTIONAL MATERIALS

Instructional Units:

a. HOS 23.05 Feed infant
b. NDT 4.02* Nutrition in infancy
c. MN 4.01* Care of the newborn

Textbooks:

a. Brigley
b. Hamilton

Equipment:

a. Gown
b. Bottle with formula
c. Diaper or towel
d. Towelettes
e. Infant mannequin

A/Vs:

Trainex a. "Bottle Feeding"
b. "Infant Care-Breast Feeding"

*Clinical Hours: 4 hrs. 35 min.

CLASSROOM HOURS 2

EVALUATION 23.05 (continued)

a. Given an infant and the necessary equipment, the learner will feed the infant formula from a bottle or assist the mother to breast feed the infant according to performance checklists Intro HO 2.00, HOS 23.05a and HOS 23.05b.

b. Test questions are available in HOS Test Items HOS 23.00 and All Other Test Items, *NDT 4.02, *MN 4.01.

TASK

24.01 Count and report fetal heart rate

PERFORMANCE OBJECTIVE

Provided a second or third trimester prenatal patient and a fetascope or an ultrasonic transducer, count and report the fetal heart rate.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

Intro HO 2.00

Provide Information On:

a. Anatomy of reproductive system
b. Fetal development
c. Purpose of monitoring fetal heart rate
d. Maternal prenatal care*
e. Complications during pregnancy
f. How to use fetoscope or
g. Ultrasonic transducer
h. How to determine if FHR is normal

Provide A/V On:

Pregnancy

Demonstration of Tasks:

Use of equipment

Laboratory Practice:

Have learner practice using the equipment.

Clinical Application:

Have learner count and report the fetal heart rate of a prenatal patient.

INSTRUCTIONAL MATERIALS

Instructional Units:

a. HOS 24.01 Count and report FHR
b. AP 9.00* Anatomy of reproductive system
c. MN 1.00* Fetal development
d. MN 2.01* Prenatal care
e. MN 2.02* Complications during pregnancy*

A/Vs:

Trainex a. "Fetal Development"
b. "Complications of Pregnancy"

Textbooks:

a. Bethea
b. Anderson and Shapiro

Equipment:

(continued on next page)

*Clinical Hours: 4 hrs. 35 min.

CLASSROOM HOURS 21

EVALUATION 24.01 (continued)

a. Given a second or third trimester prenatal patient and the necessary equipment, the learner will count and report the fetal heart rate according to performance checklists Intro HO 2.00 and HOS 24.01.

b. Test items are available in HOS Test Items HOS 24.00 and All Other Test Items AP 9.00, *MN 1.00, *MN 2.00.

INSTRUCTIONAL MATERIALS (continued)

Equipment:

a. Fetoscope
b. Ultrasonic transducer
c. Conductive gel
d. Watch with second hand
e. Pen and pad

TASK

24.02 Time contractions

PERFORMANCE OBJECTIVE

Provided a patient in labor and the necessary equipment time the patient's contractions.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. Intro HO 2.00
b. 24.01 Count FHR
c. 7.00 Take vital signs
d. 16.01 Give enema
e. 28.01 Give pre-op skin care

Provide Information On:

a. Physiologic mechanisms of labor*
b. Normal progress of labor*
c. Complications of labor*
d. Importance of character of contractions
e. Procedure for timing contractions

Provide A/V On:

Labor

Laboratory Practice:

Have learner study the forms used for recording progress of labor then review the steps for timing contractions.

Clinical Application:

Have learner time the contractions of a patient in labor.

INSTRUCTIONAL MATERIALS

Instructional Units:

a. HOS 24.02 Time contractions
b. MN 3.01* Normal labor
c. MN 3.02* Complications of labor

Textbooks:

a. Bethea
b. Anderson and Shapiro

A/Vs:

Trainex a. "Labor"
b. "Delivery"

Equipment:

a. Chart forms for recording contractions
b. Pen
c. Watch with second hand

*Clinical Hours: 4 hrs. 35 min.

CLASSROOM HOURS 9

EVALUATION 24.02 (continued)

a. Given a patient in labor and the necessary equipment, the learner will time the patient's contractions according to performance checklists Intro HO 2.00 and HOS 24.02.

b. Test questions are available in HOS Test Items HOS 24.00 and All Other Test Items, *MN 3.00.

TASK

24.03 Suction infant's respiratory passages

PERFORMANCE OBJECTIVE

Provided an infant and the necessary equipment and supplies, suction the infant's respiratory passages.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

Intro HO 2.00

Provide Information On:

a. Purpose of suctioning
b. Premature births*
c. Congenital abnormalities*
d. Birth injuries*
e. Steps of procedure
f. Safety factors

Demonstration of Tasks:

By instructor or a peer who has mastered the task, using the infant mannequin.

Laboratory Practice:

Have learner practice the steps of the procedure using the infant mannequin.

Clinical Application:

Have learner suction an infant's respiratory passages.

INSTRUCTIONAL MATERIALS

Instructional Units:

a. HOS 24.03 Suction infant's respiratory passages
b. MN 4.02* Premature newborn and congenital abnormalities
c. MN 4.03* Birth injuries and diseases

Textbooks:

Bethea

Equipment:

a. Infant size bulb syringe
b. Catheter
c. Suction
d. Infant mannequin

*Clinical Hours: 2 hrs. 25 min.

CLASSROOM HOURS 6

EVALUATION 24.03 (continued)

a. Given an infant and the necessary equipment, the learner will suction the infant's respiratory passages according to performance checklists Intro HO 2.00 and HOS 24.03.

b. Test questions are available in HOS Test Items HOS 24.00 and All Other Test Items, *MN 4.00.

TASK

24.04 Identify newborn using bracelets and imprints

PERFORMANCE OBJECTIVE

Provided a newborn, agency policy and the necessary equipment identify the newborn using bracelets and imprints.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

Intro HO 2.00

Provide Information On:

a. Why accurate identification is important
b. Equipment used
c. Steps of procedure

Demonstration of Tasks:

By instructor or a peer who has mastered the task, using infant mannequin

Laboratory Practice:

Have learner practice the steps of the procedure using the infant mannequin

Clinical Application:

Have learner identify a newborn using bracelets and imprints

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 24.04 Identify newborn

Textbooks:

a. Bethea
b. Brigley

Equipment:

a. Pen
b. ID bracelets
c. Cleansing solution
d. Gauze sponges for drying infant's foot
e. Ink pad
f. Chart form for prints
g. Infant mannequin

*Clinical Hours: 2 hrs. 35 min.

CLASSROOM HOURS

30 min.

EVALUATION 24.04 (continued)

a. Given a newborn, agency policy and the necessary equipment, the learner will identify the newborn according to performance checklists Intro HO 2.00 and HOS 24.04.

b. Test questions are available in HOS Test Items HOS 24.00.

TASK

24.05 Irrigate eyes with silver nitrate

PERFORMANCE OBJECTIVE

Provided a newborn and the necessary supplies, instill a 1% solution of silver nitrate into both eyes and irrigate the eyes according to agency policy.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

Intro HO 2.00

Provide Information On:

a. Purpose of silver nitrate treatment to eyes of newborn
b. Veneral diseases: transmission, treatment and prevention
c. Steps of procedure

Demonstration of Tasks:

By instructor or a peer who has mastered the task, using the infant mannequin.

Laboratory Practice:

Have learner practice the steps of the procedure using the infant mannequin.

Clinical Application:

Have learner irrigate silver nitrate into a newborn's eyes.

INSTRUCTIONAL MATERIALS

Instructional Units:

a. HOS 24.05 Irrigate eyes with silver nitrate
b. MS 18.04* Veneral diseases

Textbooks:

a. Bethea
b. Brigley

Supplies:

a. Sterile cotton balls
b. Sterile water
c. 1% solution of silver nitrate
d. Infant mannequin

*Clinical Hours: 2 hrs. 25 min.

CLASSROOM HOURS 30 min.

EVALUATION 24.05 (continued)

a. Given a newborn and the necessary supplies, the learner will irrigate the newborn's eyes with a 1% silver nitrate solution according to performance checklists HO 2.00 and HOS 24.05.

b. Test questions are available in HOS Test Items HOS 24.00 and All Other Test Items, *18.00.

TASK

24.06 Give perineal care

PERFORMANCE OBJECTIVE

Provided a patient requiring perineal care, physician's orders and the necessary equipment give the patient perineal care.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

Intro HO 2.00

Provide Information On:

a. What perineal care is
b. Patients who need perineal care*
c. Immediate post-partum patient*
d. Daily post-partum patient*
e. Family planning*
f. Safety factors
g. Steps of procedure

Provide A/V On:

Perineal care

Laboratory Practice:

Have learner practice the steps of the procedure using a mannequin as the patient

Clinical Application:

Have learner give perineal care to a patient

Related Tasks:

a. 10.01 Apply binders
b. 11.01 Apply local cold treatment
c. 11.03 Apply local heat
d. 11.04 Assist with sitz bath

INSTRUCTIONAL MATERIALS

Instructional Units:

a. HOS 24.06 Give perineal care
b. MN 5.01* Immediate post-partum care
c. MN 5.02* Daily post-partum care
d. MN 6.00* Family planning

Textbooks:

a. Bethea
b. Anderson and Shapiro

A/Vs:

Trainex "Perineal Care"

Equipment:

(continued on back)

*Clinical Hours: 4 hrs. 50 min.

CLASSROOM HOURS 17

EVALUATION 24.06 (continued)

a. Given a patient who needs perineal care, physician's orders and the necessary equipment, the learner will give perineal care according to performance checklists Intro HO 2.00 and HOS 24.06.

b. Test questions are available in HOS Test Items, HOS 24.06 and All Other Test Items, *MN 5.00, *MN 6.00.

INSTRUCTIONAL MATERIALS (continued)

Equipment:

a. Bedpan
b. Solution prescribed
c. Peri bottle
d. Cotton swabs
e. Peri pad
f. Heat lamp (optional)
g. Mannequin
h. Linen savers

TASK

24.07 Administer vaginal irrigations and medications

PERFORMANCE OBJECTIVE

Provided a female patient, physician's orders and the necessary equipment irrigate the vaginal canal or administer vaginal medication

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

Intro HO 2.00

Provide Information On:

a. Purpose of vaginal irrigation
b. Anatomy of female reproductive system
c. Conditions of the female reproductive system*
d. Steps of procedure

Provide A/V On:

Vaginal irrigations

Laboratory Practice:

Have learner practice the steps of the proceudre, using a mannequin as the patient.

Clinical Application:

Have learner irrigate the vaginal canal of a female patient

INSTRUCTIONAL MATERIALS

Instructional Units:

a. HOS 24.07 Irrigate vaginal canal
b. V-TECS Performance Guide #79
c. MS 18.01, 18.02 Conditions of female reproductive system
d. AP 9.00 Reproductive system

Textbooks:

a. Hornemann
b. Lewis

A/Vs:

Trainex "Vaginal Douche"

(continued on next page)

*Clinical Hours: 4 hrs. 35 min.

CLASSROOM HOURS 5

EVALUATION 24.07 (continued)

a. Given a female patient, physician's orders and the necessary equipment, the learner will irrigate the vaginal canal according to performance checklists Intro HO 2.00 and HOS 24.07.

b. Test questions are available in Test Items HOS 24.07 and All Other Test Items, *MS 18.00, *AP 9.00.

INSTRUCTIONAL MATERIALS (continued)

Equipment:

a. Irrigating bag/can
b. Irrigating nozzle
c. Rubber tubing and clamp
d. Linen savers/protector
e. Solution as ordered
f. Mannequin

TASK

25.01 Perform capillary puncture

PERFORMANCE OBJECTIVE

Given a patient, physician's orders and the necessary equipment, obtain a sample of capillary blood by performing a capillary puncture.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

Intro HO 2.00

Provide Information On:

a. Reason for capillary puncture
b. Constituents of blood
c. Tests performed on
d. Disease conditions identified by these tests

Demonstration of Task:

By instructor or a peer who has mastered the task using a classmate as the patient.

Laboratory Practice:

Have learner perform a capillary puncture on classmates.

Clinical Application:

Have learner perform a capillary puncture on a patient.

INSTRUCTIONAL MATERIALS

Instructional Units:

a. HOS 25.04 Capillary puncture
b. AP 3.01* Describe the blood
c. AP 3.04* Lymph system
d. MS 8.00* Conditions of blood and lymph

Textbooks:

Lee

Equipment:

a. Alcohol sponges
b. Sterile dry sponges
c. Lancets
d. Capillary tubes

*Clinical Hours: 1 hr. 15 min.

CLASSROOM HOURS 17

EVALUATION 25.01 (continued)

a. Given a patient, physician's orders and the necessary equipment, the learner will collect a sample of capillary blood by performing a capillary puncture according to performance checklists Intro HO 2.00 and HOS 25.04.

b. Test questions are available in HOS Test Items HOS 25.00 and All Other Test Items, *AP 3.00, *MS 8.00.

TASK

25.02 Measure hemoglobin

PERFORMANCE OBJECTIVE

Provided a blood sample from a patient, physician's orders and the necessary equipment, measure the hemoglobin content of the patient's blood.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. Intro HO 2.00
b. 25.01 Perform capillary puncture

Provide Information On:

a. Review of the function of hemoglobin*
b. Review of the conditions which affect the hemoglobin in the blood*
c. Steps of procedure
d. Sources of error in readings

Provide A/V On:

Measuring hemoglobin

Laboratory Practice:

Have learner practice the steps of the procedure using blood samples collected from classmates

Clinical Application:

Have learner measure the hemoglobin of a patient's blood sample

INSTRUCTIONAL MATERIALS

Instructional Units:

a. HOS 25.05 Measure hemoglobin
b. AP 3.01* Describe the blood
c. MS 8.00* Conditions of the blood

Textbooks:

a. Lee
b. Oppenheim

Slide/Tape Program:

Georgia "Hemoglobin"

Equipment:

a. Hb-meter
b. Alcohol sponges
c. Sterile dry sponges
d. Lancets

*Clinical Hours: 1 hr. 15 min.

CLASSROOM HOURS 1

EVALUATION 25.02 (continued)

a. Given a patient's blood sample, physician's orders and the necessary equipment, the learner will measure the hemoglobin content of the patient's blood according to performance checklists Intro HO 2.00 and HOS 25.05.

b. Test questions are available in HOS Test Items HOS 25.00 and All Other Test Items, *AP 3.00, *MS 8.00.

TASK

26.01 Provide care for a patient with a cast

PERFORMANCE OBJECTIVE

Provided a patient who has a newly applied cast, physician's orders and the necessary equipment, provide care to the patient which will prevent complications.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. Intro HO 2.00
b. 9.01 Position patient

Provide Information On:

a. Why a cast is applied
b. Structure and functions of bones*
c. Types of fractures
d. Surgical treatment of skeletal conditions*
e. Steps to prevent complications after a cast is applied

Provide A/V On:

Cast care

Laboratory Practice:

Have learner practice positioning a patient with a cast, using a mannequin as the patient

Clinical Application:

Have the learner give care to a patient with a newly applied cast

INSTRUCTIONAL MATERIALS

Instructional Units:

a. HOS 26.01 Care for patient with a cast
b. HOS 12.03 Immobilize a fracture
c. AP 2.01* Bone structure and function
d. MS 14.03* Traumatic injuries and surgical conditions of bones

Textbooks:

a. Broadwell and Milutinovic
b. Johnston and Hood

A/Vs:

Trainex "Care of a Patient in a Cast"

Equipment:

(continued on back)

*Clinical Hours: 4 hrs. 50 min.

CLASSROOM HOURS 9 hrs. 30 min.

EVALUATION 26.01 (continued)

a. Given a patient with a newly applied cast, physician's orders and the necessary equipment, the learner will provide care to the patient according to performance checklist HOS 26.01.

b. Test questions are available in HOS Test Items, HOS 26.00 and All Other Test Items, *AP 2.01, *MS 14.00

INSTRUCTIONAL MATERIALS (continued)

Equipment:

a. Mannequin
b. Pillows
c. Hospital bed

TASK

26.02 Apply or remove braces

PERFORMANCE OBJECTIVE

Provided a patient, physician's orders and the necessary equipment, apply and/or remove the patient's brace.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. Intro HO 2.00
b. 9.01 Position chart
c. 26.01 Give care to patient with cast

Provide Information On:

a. Why braces are used
b. Structure and function of muscles, joints and bursae*
c. Conditions of muscles and joints*
d. Safety precautions for patients with braces
e. Steps of procedure

Demonstration of Tasks:

By instructor or a peer who has mastered the task, using another classmate as the patient

Laboratory Practice:

Have learner practice the steps of the procedure using a classmate as the patient

Clinical Application:

Have learner apply and/or remove a brace from a patient

INSTRUCTIONAL MATERIALS

Instructional Units:

a. HOS 26.06 Apply or remove braces
b. AP 2.01* Structure of joints
c. AP 2.02* Structure of muscles and bursae
d. MS 14.01, 14.02* Conditions of musculoskeletal system

Textbooks:

a. Broadwell and Milutinovic
b. Thompson and Rosdahl

Equipment:

a. Neck brace
b. Leg brace

*Clinical Hours: 2 hrs. 25 min.

CLASSROOM HOURS 30 min.

EVALUATION 26.02 (continued)

a. Given a patient, physician's orders and the necessary equipment, the learner will apply and/or remove the patient's brace according to performance checklist HOS 26.02.

b. Test questions are available in HOS Test Items, HOS 26.00 and All Other Test Items, *AP 2.01, 2.02, *MS 14.00.

TASK

26.03 Apply or remove skin traction

PERFORMANCE OBJECTIVE

Provided a patient, physician's orders and the necessary equipment, apply or remove skin traction.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. Intro HO 2.00
b. 9.01 Position bed patient
c. 26.01 Give care to patient with a cast*
d. 26.02 Apply or remove braces*

Provide Information On:

a. Purpose of skin traction
b. Types of skin traction
c. How it is applied
d. Safety precautions
e. Review of musculoskeletal anatomy*
f. Review of conditions of musculoskeletal system

Provide A/V on:

Traction

Laboratory Practice:

Have learner proactic applying or removing skin traction using a mannequin as the patient

Clinical Application:

Have learner apply or remove a patient's skin traction

INSTRUCTIONAL MATERIALS

Instructional Units:

a. HOS 26.03 Apply or remove skin traction

Textbooks:

a. Broadwell and Milutinovic
b. Thompson and Rosdahl

A/Vs:

Trainex "Care of the patient in traction"

Equipment:

a. Mannequin
b. Traction devices
c. Traction cord
d. Traction weights
e. Hospital bed

*Clinical Hours: 2 hrs. 25 min.

CLASSROOM HOURS 30 min.

EVALUATION 26.03 (continued)

a. Given a patient, physician's orders and the necessary equipment, the learner will apply or remove the patient's skin traction according to performance checklist HOS 26.03.

b. Test questions are available in HOS Test Items, HOS 26.00 and All Other Test Items, *AP 2.00, *MS 14.00

TASK

26.04 Turn a patient on a turning frame

PERFORMANCE OBJECTIVE

Provided a patient, physician's orders, a turning frame and the assistance of a co-worker, rotate the patient on the frame.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. Intro HO 2.00
b. 9.01 Position bed patient

Provide Information On:

a. Why turning frames are used
b. Types of patients who need a turning frame
c. How to operate a turning frame
d. Safety precautions

Demonstration of Tasks:

By instructor or a peer who has mastered the task using a mannequin or a classmate as the patient

Laboratory Practice:

Have learner practice turning a patient on a turning frame using a mannequin or a classmate as the patient

Clinical Application:

Have learner rotate a patient on a turning frame

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 26.04 Rotate patient using turning frame

Textbooks:

a. Hornemann
b. Wood and Rambo

Equipment:

a. Turning frame
b. Co-worker
c. Mannequin

*Clinical Hours: 2 hrs. 35 min.

CLASSROOM HOURS 30 min.

EVALUATION 26.04 (continued)

a. Given a patient, physician's orders, turning frame and a co-worker, the learner will rotate the patient on the frame according to performance checklist HOS 26.04.

b. Test questions are available in HOS Test Items, HOS 26.00

TASK

26.05 Operate a Circ-o-letric bed

PERFORMANCE OBJECTIVE

Provided a patient on a Circ-o-letric bed and physician's orders, change the patients position by changing the bed position.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. Intro HO 2.00
b. 9.01 Position bed patient

Provide Information On:

a. Purpose of Circ-o-letric bed
b. Types of patients who need a Circ-o-letric bed
c. How to operate the bed
d. Safety precautions

Demonstration of Tasks:

By instructor or a peer who has mastered the task using a mannequin or a classmate as the patient

Laboratory Practice:

Have learner practice task using a mannequin or a classmate as the patient

Clinical Application:

Have learner operate a Circ-o-letric bed to change a patients position

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 26.05 Operate Circ-o-letric bed

Textbooks:

a. Hornemann
b. Wood and Rambo

Equipment:

a. Circ-o-letric bed
b. Mannequin

*Clinical Hours: 2 hrs. 35 min.

CLASSROOM HOURS 30 min.

EVALUATION 26.05 (continued)

a. Given a patient on a circ-o-letric bed and physician's orders, the learner will change the patients position according to performance checklist HOS 26.05.

b. Test questions are available in HOS Test Items, HOS 26.00

TASK

27.00 Assist with post-mortum care

PERFORMANCE OBJECTIVE

Provided an expired patient and the necessary equipment, prepare the body for the mortuary

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

Intro HO 2.00

Provide Information On:

a. How to provide emotional support to the terminally ill patient and the family*
b. The cancer patient*
c. Care required after death
d. Steps of procedure

Provide A/V On:

Dying and death

Laboratory Practice:

Have learner practice the steps of the procedure using a mannequin as the patient

Clinical Application:

Have learner give post-mortum care

INSTRUCTIONAL MATERIALS

Instructional Units:

a. HOS 27.00 Give post-mortum care
b. V'TECS Performance Guide #25
c. MS 5.03* Care for the dying patient
d. MS 6.00* The cancer patient

Textbooks:

a. HRET Being a Nursing Aide
b. Thompson and Rosdahl

A/Vs:

Trainex "Care of Patient who is Dying"

Equipment:

a. Mannequin
b. Dressings as required
c. Perineal pads
d. Bed bath supplies
e. Comb and brush
f. Identification tags
g. Patient gown or shroud

*Clinical Hours: 14 hrs. 25 min.

CLASSROOM HOURS 9

EVALUATION 27.00 (continued)

a. Given an expired patient and the necessary equipment, the learner will assist with post-mortum care according to performance checklist HOS 27.00 and V'TECS performance guide #25.

b. Test questions are available in HOS Test Items, HOS 27.00 and All Other Test Items, *MS 5.00, *MS 6.00

TASK

28.01 Give preoperative skin care

PERFORMANCE OBJECTIVE

Provided a patient scheduled for surgery and the necessary equipment, prepare the operative site.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

Intro HO 2.00

Provide Information On:

a. Purpose of preoperative shave
b. Body area shaved according to type of surgery
c. Safety precautions
d. Steps of procedure

Provide A/V On:

Preoperative skin shave

Laboratory Practice:

Have learner practice the procedure using a mannequin as the patient

Clinical Application:

Have learner prepare a patients operative site

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 28.01 Give preoperative skin care

Textbooks:

a. HRET, Being a Nursing Aide
b. Lewis

A/Vs:

Trainex "Preoperative Skin Preparation"

Equipment:

a. Linen savers
b. Basin of warm water
c. Razor and blade
d. Soap solution
e. Cleansing sponges
f. Cotton tip applicators
g. Towels, washcloth, gown
h. Mannequin

*Clinical Hours: 4 hrs. 50 min.

CLASSROOM HOURS 1

EVALUATION 28.01 (continued)

a. Given a patient scheduled for surgery and the necessary equipment, the learner will prepare the operation site according to performance checklist HOS 28.01.

b. Test questions are available in HOS Test Items, HOS 28.00

TASK

28.02 Prepare patient for surgery

PERFORMANCE OBJECTIVE

Provided a preoperative patient, physician's orders, the necessary equipment and a preoperative checklist, prepare the patient for surgery.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. Intro HO 2.00
b. 1.01 Assist with oral hygiene
c. 1.02 Assist with elimination
d. 2.00 Assist with bathing
e. 7.00 Vital signs
f. 8.00 Transfer using stretcher
g. 15.04 Insert urinary catheter
h. 16.01 Give enema

Provide Information On:

a. Steps of procedure
b. Reason for each step
c. Ways of providing safety and comfort for patient*

Provide A/V On:

Preoperative care

Laboratory Practice:

Have learner practice the procedure using a classmate as the patient

INSTRUCTIONAL MATERIALS

Instructional Units:

a. HOS 28.02 Prepare patient for surgery
b. MS 4.01* Preoperative preparation

Textbooks:

a. HRET, Being a Nursing Aide
b. Lewis

A/Vs:

Trainex "Preoperative and Post-operative Care"

Equipment:

a. Preoperative checklist
b. Patient chart
c. BP cuff
d. Stethoscipe
e. Clinical thermometer
f. Towels, washcloth
g. Patient gown
h. Stretcher
i. Watch with second hand

*Clinical Hours: 9 hrs. 35 min.

CLASSROOM HOURS 5

EVALUATION 28.02 (continued)

a. Given a preoperative patient, physician's orders, the necessary equipment and the agency's preoperative checklist, the learner will prepare the patient for surgery according to performance checklist HOS 28.02

b. Test questions are available from HOS Test Items, HOS 28.00 and All Other Test Items, *MS 4.00

TASK

28.03 Give immediate post-operative care

PERFORMANCE OBJECTIVE

Provided a post-operative patient, physician's orders and the necessary equipment, give the patient immediate post-operative care.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. Intro HO 2.00
b. 7.00 Vital signs
c. 1.01 Give oral hygiene
d. 4.01, 4.02, 4.03 Adjust and make beds
e. 12.01 CPR
f. 12.02 Control hemmorhage
g. 15.06 Remove retention catheter
h. 21.02 Assist with IV therapy

Provide Information On:

a. Observations to make
b. Ways to prevent complications*
c. Signs of complications*
d. Treatment of complications*
e. Types of anesthesia*
f. Common analgesics used post-op*

Provide A/V On:

Post-operative care

Laboratory Practice:

(continued on next page)

INSTRUCTIONAL MATERIALS

Instructional Units:

a. V'TECS Performance Guide #81
b. HOS 28.03 Give immediate post-op care
c. MS 4.02* Post-operative care
d. MS 4.03* Post-operative complications
e. MS 4.04* Pharmacology for surgical patient

Textbooks:

a. HRET, Being a Nursing Aide
b. Lewis
c. Wood and Rambo

A/Vs:

Trainex "Preoperative and Postoperative Care"

Equipment:

(continued on next page)

*Clinical Hours: 20 hrs.

CLASSROOM HOURS 13

EVALUATION 28.03 (continued)

a. Given a post-operative patient, physician's orders and the necessary equipment, the learner will give the patient immediate post-operative care according to performance checklist HOS 28.03 and V'TECS performance guide #81.

b. Test questions are available in HOS Test Items, HOS 28.00 and All Other Test Items, *MS 4.00

INSTRUCTIONAL ACTIVITIES (continued)

Laboratory Practice:

Have learner practice giving post-operative care by simulating a post-op situation using a mannequin as the patient

Clinical Application:

Have a learner give post-operative care to a patient

INSTRUCTIONAL MATERIALS (continued)

Equipment:

a. Stretcher
b. Mannequin
c. Airway
d. BP cuff
e. Stethoscope
f. Watch with second hand
g. Clinical thermometer
h. IV set-up
i. Hospital bed with siderails
j. Pillow, bed linens
k. Oral hygiene supplies
l. Retention catheter set-up

TASK

29.01 Change a colostomy dressing

PERFORMANCE OBJECTIVE

Provided a patient with a colostomy, physician's orders and the necessary equipment, change the colostomy dressing.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. Intro HO 2.00
b. 16.01 Give an enema
c. 10.01 Apply bandages and binders
d. MS 11.01 Overview of conditions of the GI tract

Provide Information On:

a. What a colostomy is
b. Review anatomy of digestive system*
c. Conditions which require colostomy*
d. How to change dressing

Provide A/V On:

Colostomy care

Laboratory Practice:

Have learner practice the task using a mannequin as the patient

Clinical Application:

Have learner change a patients dressing

INSTRUCTIONAL MATERIALS

Instructional Units:

a. HOS 29.01 Change a colostomy bag
b. AP 6.01* Anatomy of digestive system
c. MS 11.03 Conditions of lower GI tract

Textbooks:

a. Broadwell and Milutinovic
b. Wood and Rambo

A/Vs:

Trainex "Colostomy Care"

Equipment:

a. Mannequin
b. Colostomy drainage bag
c. Gauze pads
d. Abdominal parts
e. Linen savers
f. Binder
g. Ointment absorbed
h. Newspaper or paper bag

*Clinical Hours: 14 hrs. 25 min.

CLASSROOM HOURS 9

EVALUATION 29.01 (continued)

a. Given a patient with a colostomy, physician's orders and the necessary equipment, the learner will change the patients colostomy dressing according to performance checklist HOS 29.01.

b. Test questions are available in HOS Test Items, HOS 29.00 and All Other Test Items, *AP 6.01, *MS 11.00

TASK

29.02 Irrigate colostomy

PERFORMANCE OBJECTIVE

Provided a patient with a colostomy, physician's orders and the necessary equipment, irrigate the patients colostomy.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. Intro HO 2.00
b. 29.01 Change a colostomy dressing

Provide Information On:

a. Steps of the procedure
b. Safety factors

Provide A/V On:

Irrigating a colostomy

Laboratory Practice:

Have learner practice the steps of the procedure using a mannequin as the patient

Clinical Application:

Have learner irrigate a patients colostomy

INSTRUCTIONAL MATERIALS

Instructional Units:

HOS 29.02 Irrigate a colostomy

Textbooks:

a. Hornemann
b. Lewis

A/Vs:

Trainex "Colostomy Irrigation"

Equipment:

(continued on back)

*Clinical Hours: 4 hrs. 50 min.

CLASSROOM HOURS 1

EVALUATION 29.02 (continued)

a. Given a patient with a colostomy, physician's orders and the necessary equipment, the learner will irrigate the patients colostomy according to performance checklist HOS 29.02.

b. Test questions are available in HOS Test Items, HOS 29.00 and All Other Test Items, *AP 6.01, *MS 11.00

INSTRUCTIONAL MATERIALS (continued)

Equipment:

a. Enema can with tubing and stopcock
b. Catheter
c. 2 emesis basins
d. Bedpan
e. Lubricant
f. Newspaper
g. Linen savers
h. Pitcher of solution @ 105° F
i. Gauze pads
j. Abdominal pads
k. Binder
l. Bath blanket
m. Irrigating stand
n. Mannequin

TASK

29.03 Give care to a patient with a nasogastric tube

PERFORMANCE OBJECTIVE

Provided a patient with a nasogastric tube, physician's orders and the necessary equipment, give care required to keep the tube patent.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

a. Intro HO 2.00
b. MS 11.01* Overview of conditions of the GI tract

Provide Information On:

a. Purpose of N-G tube
b. Review of anatomy of digestive system*
c. Conditions which may require a N-G tube
d. How to irrigate the tube
e. Safety precautions
f. How to collect a gastric specimen

Provide A/V on:

Nasogastric care

Provide Demonstration On:

Irrigating an N-G tube by instructor or a peer who has mastered the task, using a mannequin as the patient

Laboratory Practice:

Have learner practice irrigating an N-G tube using a mannequin as the patient

INSTRUCTIONAL MATERIALS

Instructional Units:

a. HOS 29.03 Give care to a patient with a N-G tube
b. AP 6.01* Anatomy of digestive system
c. MS 11.02* Conditions of upper GI tract
d. MS 11.04* Conditions of accessory digestive organs

Textbooks:

a. Broadwell and Milutinovic
b. Wood and Rambo

A/Vs:

Trainex "Nasogastric Intubation

Equipment:

a. Mannequin
b. N-G tube
c. Suction maching
d. Aseptic syringe
e. Irrigating solution as ordered

(continued on back)

*Clinical Hours: 14 hrs. 25 min.

CLASSROOM HOURS 9

EVALUATION 29.03 (continued)

a. Given a patient with a nasogastric tube, physician's orders and the necessary equipment, the learner will irrigate the tube according to performance checklist HOS 29.03 or V'TECS performance guide #88, and V'TECS performance guide #120.

b. Test questions are available in HOS Test Items, HOS 29.03 and All Other Test Items, *AP 6.01, *MS 11.00

INSTRUCTIONAL MATERIALS (continued)

Equipment:

f. Receptacle for drainage
g. Adhesive or clamp
h. Miller-Abbott tube

TASK

30.00 Assist in placing telephone calls

PERFORMANCE OBJECTIVE

Provided a bed patient and a telephone, assist the patient in placing a personal telephone call.

INSTRUCTIONAL ACTIVITIES

Prerequisite Tasks:

Intro HO 2.00

Provide Information On:

a. How telephone calls may improve patients well-being
b. Why privacy during telephone conversation is important
c. Steps of procedure

Laboratory Practice:

Have learner practice the steps of the procedure using a classmate as the patient

Clinical Application:

Have learner assist a patient in placing a telephone call

INSTRUCTIONAL MATERIALS

Instructional Units:

a. HOS 30.02 Assist the patient with the telephone
b. V'TECS Performance Guide #8

Equipment:

a. Telephone
b. Signal call
c. Telephone directory
d. Hospital bed

*Clinical Hours: 1 hr. 15 min.

CLASSROOM HOURS 30 min.

EVALUATION 30.00 (continued)

a. Given a bed patient and the necessary equipment, the learner will assist the patient in placing a telephone call according to performance checklist HOS 30.02 and V'TECS performance guide #8.

b. Test questions are available in HOS Test Items, HOS 30.00.

SECTION VI

REFERENCES, RESOURCES

INSTRUCTIONAL RESOURCE MATRIX

Introduction

The following Instructional Resource Matrix lists the instructional resources required to carry out the learning activities in each unit in the program. The resources are divided into three categories.

A/Vs. Each type of A/V is identified by a symbol as follows: Filmstrips (FS), Slides (S), Slides/Tapes (ST), Tapes (T), Video Tapes (VT), Movie Film (MF), Transparencies (TR), Film Loops (FL).

Textbooks. Identified by author.

Student Materials (Instructional Units). Identified by title.

Textbook List

This list identifies the textbooks referenced on the Unit Guides and the Instructional Resource Matrix.

Instructional Units

The publisher(s) of the instructional units referenced on the Unit Guides and the Instructional Resource Matrix are listed.

Audiovisuals

The supplier(s) of the audiovisuals referenced on the Unit Guides and the Instructional Resource Matrix are listed.

Additional Instructional Resources

Textbooks. Provides a list of textbooks in addition to those referenced on the Unit Guides.

Audiovisuals. Provides a list of suppliers of audiovisuals in addition to those referenced on the Unit Guides. Also identifies the type(s) of audiovisuals available.

Models/Simulators/Replicas. Provides a list of suppliers of instructional models.

Individualized Instruction. Identifies suppliers of individualized instruction materials in addition to those referenced on the Unit Guides.

Resource Addresses

Provides the addresses of textbook publishers and the suppliers of audiovisuals models and instructional units.

CURRICULUM AREA: Practical Nursing

TASK LISTING	INSTRUCTIONAL MATERIAL REFERENCES		
	Audio-Visuals	Textbooks	Student Materials
Introduction to Practical Nursing	Orientation - Joining the Health Care Team (FS)	Anthony Beckler and Fender Finch Hornemann Milliken Thompson and Rosdahl	HO 2.00 Prepare for procedures PVR 1.00-5.00 Personal and vocational relationships MHI 1.00 Mental health BDA 1.00-2.00 Basic drug administration AP 1.00 General plan of the body
1.01 Assist the patient to maintain oral hygiene			
.01a Assist a conscious patient to maintain oral hygiene	Oral Hygiene (FS)	Hornemann, Lewis	HOS 1.01 Assist the patient to maintain oral hygiene
.01b Maintain oral hygiene for unconscious patient	"	"	"
.01c Assist a conscious patient with dentures to maintain oral hygiene	"	"	"
1.02 Assist the patient with elimination			
.02a Assist in using bedside commode	Assisting Your Patient with Elimination (FS)	Hornemann, Lewis	HOS 1.02 Assist the patient with elimination
.02b Assist in using bedpan	"	"	"
.02c Assist in using urinal	"	"	"
1.03 Give a back rub	Bed Bath (FS) Prevention and Treatment of Decubiti (FS)	Hornemann, Lewis Thompson	HOS 1.03 Give the patient a back rub AP 5.03 Describe the structure and functions of the skin

CURRICULUM AREA: Practical Nursing

TASK LISTING		INSTRUCTIONAL MATERIAL REFERENCES				
		Audio-Visuals	Textbooks	Student Materials		
2.01	Give a bed bath	Bed Bath (FS)	Hornemann, Lewis	HOS AP	2.01 5.03	Give bed bath Describe the structure and functions of the skin
2.02	Assist with shower	Showers and Tub Baths (FS)	Hornemann	HOS	2.02	Assist with shower
2.03	Assist with tub bath	"	"	HOS AP MS MS	2.03 5.03 7.01 7.02	Assist with tub bath Describe the structure and functions of the skin Diagnosis and treatment of skin conditions Disorders of the skin
2.04	Dress an adult bed patient		Hornemann	HOS	2.04	Dress adult bed patient
3.01	Shave male	Bed Bath (FS)	Thompson	HOS	3.01	Shave male
3.02	Give shampoo to a bed patient		"	HOS	3.02	Give shampoo to bed patient
3.03	Brush or comb hair		Hornemann	HOS	3.03	Brush or comb hair
3.04	Give nail care		Lewis, Thompson	HOS	3.04	Care for nails
4.01	Adjust beds and siderails		HRET, Wood	HOS	4.01	Adjust bed to different positions
4.02	Make unoccupied beds		Hornemann, Lewis	HOS	4.02	Make unoccupied beds
4.03	Make an occupied bed	Occupied Bed Making (FS)	Hornemann, Lewis	HOS	4.03	Make an occupied bed
5.01	Wash hands	Medical Asepsis (FS)	Hornemann, Lewis	HOS MS	5.01 1.01	Wash hands Cause of disease and detection

CURRICULUM AREA: Practical Nursing

TASK LISTING		INSTRUCTIONAL MATERIAL REFERENCES				
		Audio-Visuals	Textbooks	Student Materials		
5.01	Handle sterile equipment and supplies	Sterile Technique and Dressing Change (FS)	Broadwell, Lewis	HOS	5.02	Handle sterile equipment and supplies
5.03	Put on sterile gloves	Sterile Technique and Dressing Change (FS) Medical Asepsis (FS)	Broadwell, Lewis	HOS	5.03	Put on sterile gloves
6.01	Prepare a unit for isolation	Principles of Isolation Technique	Lewis, Wood and Rambo	HOS	6.01	Prepare a unit for isolation
				MS	3.00	Communicable diseases
6.02	Put on and remove mask	"	"	HOS	6.02	Put on and remove mask
6.03	Put on and remove isolation gown	"	"	HOS	6.03	Put on and remove gown
6.04	Perform double bagging	"	"	HOS	6.04	Perform double bagging
6.05	Serve and remove isolation food tray		Wood and Rambo	HOS	6.05	Serve and remove isolation food tray
6.06	Transfer isolated patient within facility		"	HOS	6.06	Transfer isolated patient within facility
7.01	Take temperature	Temperature, Pulse and Respiration (FS)	Hornemann, Lewis	HOS	7.01	Take temperature
				MS	1.02	Body's response to disease
7.02	Take pulse	"	"	HOS	7.02	Take pulse
				AP	3.03	Describe the structure and and function of the blood vessels and blood circulation
				MS	9.01	Overview of cardiac conditions
				MS	9.02	Congestive heart failures

CURRICULUM AREA: Practical Nursing

TASK LISTING	INSTRUCTIONAL MATERIAL REFERENCES		
	Audio-Visuals	Textbooks	Student Materials
			MS 9.03 Coronary artery disease MS 9.04 Disorders of cardiac condition
7.03 Take respiration	Temperature, Pulse and Respiration (FS)	Hornemann, Lewis	HOS 7.03 Take respiration AP 7.00 Describe the structure and function of the respiratory system MS 13.01 Overview of respiratory conditions
7.04 Take blood pressure	Blood Pressure (FS)	"	HOS 7.04 Take blood pressure MS 10.01 Conditions of the arteries
8.01 Assist to dangle and ambulate		"	HOS 8.01 Assist to dangle and ambulate MS 5.01 Chronic illness
8.02 Assist patient with wheelchair	Transfer Activities and Ambulation (FS)	Hornemann, Wood	HOS 8.02 Assist with a wheelchair
8.03 Assist patient with assistive devices	Teaching Crutch Walking (FS)	Broadwell, Lewis	HOS 8.03 Ambulate with assistive devices MS 5.02 Geriatric patient
8.04 Use mechanical lift	Use of Patient Lifters (FS)	Wood and Rambo	HOS 8.04 Transfer with a mechanical lift MS 5.02 Geriatric patient
8.05 Transfer patient with stretcher	Lifting and Moving Patients (FS)	Hornemann, Lewis	HOS 8.05 Transfer using a stretcher
9.01 Position dependent patient			

CURRICULUM AREA: Practical Nursing

TASK LISTING		INSTRUCTIONAL MATERIAL REFERENCES				
		Audio-Visuals	Textbooks	Student Materials		
9.01a	Position dependent patient	Positioning to Prevent Complications (FS)	Broadwell, Lewis	HOS	9.01	Position dependent patient
				AP	4.01	Describe the nervous system as a whole
				AP	4.02	Describe the structure and function of the central nervous system
				AP	4.03	Describe the structure and function of the peripheral nervous system
				AP	4.04	Describe the autonomic nervous system
				MS	15.01	Overview of the nervous system
				MS	15.02	Infectious diseases of the nervous system
				MS	15.03	Degenerative and inflammatory diseases
				MS	15.04	Disorders of the brain and spinal cord
.01b	Log roll patient			HOS	9.01	Position dependent patient
9.02	Assist with range of motion exercises	Range of Motion Exercises Prevent Contractures (FS)	"	HOS	9.02	Assist patient with ROM exercises
9.03	Apply anti-embolic stockings	Thrombus-Etiology and Prevention (FS)	"	HOS	9.03	Apply anti-embolic stocking
				AP	3.03	Describe the structure and function of the blood vessels and blood circulation
				MS	10.02	Conditions of peripheral vessels and veins
9.04	Place patient on alternating pressure mattress	Prevention and Treatment of Decubiti (FS)	"	HOS	9.04	Place patient on alternating pressure mattress

CURRICULUM AREA: Practical Nursing

TASK LISTING	INSTRUCTIONAL MATERIAL REFERENCES		
	Audio-Visuals	Textbooks	Student Materials
9.05 Apply restraints	Use of Protective Restraints (FS)	Broadwell, Lewis	HOS 9.05 Apply restraints
10.01 Apply bandages and binders	Application of Bandages and binders (FS)	Hornemann, Lewis	HOS 10.01 Apply bandages and binders
10.02 Apply sterile dressings	Sterile Technique and Dressing Change Precautions for wounds and skin Infections (FS)	Hornemann, Lewis	HOS 10.02 Apply sterile dressings
10.03 Irrigate wounds	Sterile Technique and Dressing Change (FS)	Caldwell, Lewis	HOS 10.03 Irrigate wounds
11.01 Administer local cold treatments	Local Applications of Heat and Cold" (FS)	HRET, Lewis	HOS 11.01 Apply local cold treatments
11.02 Give tepid bath		HRET, Lewis	HOS 11.02 Administer tepid baths MS 1.00 Disease and the body's response
11.03 Administer local heat treatments	Local Applications of Heat and Cold (FS)	Hornemann, Lewis	
11.04 Assist with sitz bath		Hornemann, Lewis	
12.01 Administer CPR	Methods of Cardiopulmonary Resuscitation (FS)	Georgia Heart Asso. Red Cross	HOS 12.01 Perform Cardioplumonary Resusciation
12.02 Control external hemorrage	Shock and Hemorrage (FS)	Grant, Thompson	HOS 12.02 Control external hemorrage

CURRICULUM AREA: Practical Nursing

TASK LISTING	INSTRUCTIONAL MATERIAL REFERENCES		
	Audio-Visuals	Textbooks	Student Materials
12.03 Practice evacuation procedures	Emergency Removal of Patients (FS) Moving the Sick and Injured (FS)		HOS 12.03 Evacuate patients
13.01 Administer oxygen	Oxygen Administration (FS)	Hornemann, Lewis	HOS 13.01 Administer oxygen correctly AP 7.00 Describe the structure and function of the respiratory system MS 13.01 Overview of respiratory conditions MS 13.02 Non-infectious conditions of respiratory system MS 13.03 Infectious conditions of respiratory system MS 13.04 Surgical conditions of respiratory system
13.02 Assist with breathing exercises	Care of the Patient with Emphysema (FS)	Keane, Thompson	HOS 13.02 Assist a patient with breathing exercises MS 13.02 Non-infectious conditions of respiratory system
13.03 Assist with postural drainage	Postural Drainage, Clapping and vibration	Broadwell, Keane	HOS 13.03 Assist a patient with postural drainage
13.04 Suction upper respiratory tract	Pharyngeal Suctioning (FS)	Horneman, Thompson	HOS 13.04 Suction a patient's upper respiratory passage
13.05 Suction a tracheostomy	Introduction to Tracheostomy Care (FS)	Hornemann	HCS 13.05 Suction a tracheostomy
13.06 Clean inner cannula of tracheostomy	Introduction to Tracheostomy (FS)	Hornemann	HOS 13.05 Suction a tracheostomy

CURRICULUM AREA: Practical Nursing

TASK LISTING	INSTRUCTIONAL MATERIAL REFERENCES		
	Audio-Visuals	Textbooks	Student Materials
13.07 Set up mist tent	Oxygen Administration (FS)	Caldwell, Thompson	HOS 13.07 Set up a child-adult mist tent NC 3.00 The Toddler MS 13.03 Infectious conditions of respiratory system
13.08 Assist with water-sealed drainage	Care of the Patient with Water-sealed Drainage (FS)	Broadwell, Thompson	HOS 13.08 Assist with water-seal drainage MS 13.04 Surgical conditions of respiratory system
14.01 Serve food tray		HRET, Lewis	HOS 14.01 Serve food tray AP 6.01 Describe the anatomy of the digestive system AP 6.02 Describe digestion and absorption NDT 1.00 Introduction to nutrition NDT 2.00 Basic nutrients NDT 3.00 Water, cellulose, minerals and vitamins NDT 4.00 Nutrition during the life span NDT 5.00 Diet therapy
14.02 Feed the patient	Feeding the Patient (FS)	HRET, Lewis	HOS 14.02 Serve food tray
14.03 Administer gavage feedings	Gavage (FS)	Broadwell, Lewis	

CURRICULUM AREA: Practical Nursing

TASK LISTING	INSTRUCTIONAL MATERIAL REFERENCES		
	Audio-Visuals	Textbooks	Student Materials
15.01 Collect a routine urine specimen	Collecting Urine Specimens (FS) Assisting the Patient with Urine Elimination (FS)	Hornemann, Thompson	HOS 15.01 Collect a routine urine specimen AP 8.01 Describe the urinary system AP 8.02 Describe the structure and function of the nephron MS 12.01 Overview of urinary system MS 12.02 Inflammatory conditions MS 12.03 Obstructions of urinary tract MS 12.04 Trauma and renal failure
15.02 Collect a clean catch urine specimen	Urinary Care (FS)	Hornemann, Lewis	HOS 15.02 Collect a clean-catch urine specimen
15.03 Test urine for sugar and acetone	Testing Urine for Glucose and Ketones (FS)	Hornemann, Lewis	HOS 15.03 Check urine for sugar and acetone and specific gravity AP 10.00 Description of the endocrine system MS 17.01 Conditions of thyroid, parathyroid, adrenal and pituitary glands MS 17.02 Conditions of the pancreas
15.04 Insert urinary catheter	Urinary Catheterization (FS)	Hornemann, Lewis	HOS 15.04 Insert a catheter into a urinary bladder
15.05 Irrigate urinary bladder	Closed Urinary Drainage system (FS)	Hornemann, Lewis	HOS 15.05 Irrigate the bladder and give catheter care

CURRICULUM AREA: Practical Nursing

TASK LISTING	INSTRUCTIONAL MATERIAL REFERENCES		
	Audio-Visuals	Textbooks	Student Materials
15.06 Remove retention catheter		Broadwell	HOS 15.06 Remove a retention catheter
15.07 Collect 24-hour urine specimen	Urinary Care (FS)	Hornemann, Lewis	HOS 15.07 Collect a 24-hour urine specimen
16.01 Give enema	Cleansing Enema (FS)	Horneman, Lewis	HOS 16.01 Give an enema
16.02 Insert rectal suppository	Bowel Elimination (FS)	Horneman, Lewis	HOS 16.02 Insert a rectal suppository
16.03 Collect a stool specimen	Bowel Elimination (FS)	Horneman, Lewis	HOS 16.03 Collect a stool specimen
16.04 Remove fecal impaction	Bowel Elimination (FS)	Horneman, Thompson	HOS 16.04 Remove a fecal impaction
17.01 Assist with physical exam	Assisting with Physical Examination (FS)	Horneman, Lewis	HOS 17.01 Assist with physical exam
17.02 Irrigate EENT			
17.02a Irrigate eyes		Hornemann, Lewis	HOS 17.02 Irrigate EENT AP 5.01 Describe the structure of the eye and their functions MS 16.01 Overview of the eye
17.02b Irrigate ears		Hornemann, Lewis	HOS 17.02 Irrigate EENT MS 16.03 Diseases and disorders of the ear AP 5.02 Describe the structure of the ear and their functions

CURRICULUM AREA: Practical Nursing

TASK LISTING	INSTRUCTIONAL MATERIAL REFERENCES		
	Audio-Visuals	Textbooks	Student Materials
17.03 Prepare equipment and supplies for sterilization		HRET	HOS 17.03 Clean and sterilize equipment
17.04 Collect throat or nose specimen for culture		Thompson	VTECS Performance Guide # 124
18.01 Process patient for admission	Admission and Discharge (FS)	HRET, Lewis	HOS 18.01 Prepare a unit for admission
18.02 Transfer patient within facility		HRET, Wood	HOS 18.02 Transfer a patient
18.03 Discharge a patient	Admission and Discharge (FS)	HRET, Lewis	HOS 18.03 Discharge a patient
19.01 Give oral medications		Lewis, Skellef	HOS 19.01 Administer oral medications MS 2.00 Describe allergic conditions
19.02 Give parenteral medications	Intramuscular and Subcutaneous Injections (FS)	Lewis, Thompson, Wood and Rambo	HOS 19.02 Administer parenteral medications
20.00 Put on sterile gown	Operating Room, Scrubbing, Gowning and Gloving (FS)	Wood, Rambo	HOS 20.01 Don surgically aseptic attire
21.01 Measure intake and output	Intake and Output (FS)	Hornemann, Lewis	HOS 21.01 Measure intake and output
21.02 Assist with IV infusion	Care of Your Patient Receiving Intravenous Therapy (FS)	Hornemann, Lewis	HOS 21.02 Care for patient receiving I.V. therapy

CURRICULUM AREA: Practical Nursing

TASK LISTING	INSTRUCTIONAL MATERIAL REFERENCES		
	Audio-Visuals	Textbooks	Student Materials
21.03 Care for patient with fluid imbalance	Fluid Retention - Edema (FS) Fluid Loss (FS)	Keane, Lewis	HOS 21.03 Assist patient with fluid imbalance AP 11.00 Body fluids MS 7.03 Care of burns
22.01 Record nursing care	Observation and Charting (FS)	Hornemann, Lewis Wood and Rambo	HOS 22.01 Record nursing care
22.02 Transcribe physician's orders	Transcribing the Doctor's Orders (FS)	HRET, Lewis, Wood and Rambo	HOS 22.02 Transcribe physican's orders
22.03 Receive and deliver mail, gifts and flowers		HRET, Wood and Rambo	HOS 22.03 Receive and deliver mail, gifts, and flowers
22.04 Fill out charge slips		Wood and Rambo	HOS 22.04 Schedule patient test, examination and treatment
22.05 Use telephone for accepting and relaying messages		HRET, Wood and Rambo	HOS 22.05 Accept and relay telephone messages
22.06 Maintain inventory		HRET	HOS 22.06 Maintain inventory
22.07 Conduct a patient census		HRET, Wood and Rambo	HOS 22.07 Prepare and maintain daily census
22.08 Record TPR and blood pressure	Completing Graphic Form (FS)	Caldwell and Heger, HRET	HOS 22.08 Graph TPR
23.01 Carry infant		Brigley, Hamilton	HOS 23.01 Carry infant NC 2.00 The infant
23.02 Weigh and measure infant		Brigley, Hamilton	HOS 23.02 Weigh and measure infant NC 2.00 The infant

CURRICULUM AREA: Practical Nursing

TASK LISTING	INSTRUCTIONAL MATERIAL REFERENCES		
	Audio-Visuals	Textbooks	Student Materials
23.03 Collect urine specimen from infant		Brigley, Hamilton	HOS 23.03 Collect urine specimen NC 1.00 Hospitalized child NC 2.02 Disorders of the infant NC 3.02 Disorders of the toddler
23.04 Give daily care to the newborn	Introduction to Infant Care (FS)	Brigley, Hamilton	HOS 23.04 Give daily care to newborn MN 4.01 Normal newborn
23.05 Feed infant	Bottle Feeding (FS) Infant Care- Breast feeding (FS)	Brigley, Hamilton	HOS 23.05 Feed an infant MN 4.01 Normal newborn NDT 4.02 Nutrition needs during infancy
24.01 Count and report fetal heart rate	Fetal Development (FS) Complications of Pregnancy (FS)	Bethea, Anderson and Shapiro	HOS 24.01 Count and report fetal heart rate AP 9.00 Describe the reproductive systems MN 1.00 Fetal development MN 2.01 Prenatal care MN 2.02 Complications during pregnancy
24.02 Time contractions	Labor (FS) Delivery (FS)	Bethea, Anderson and Shapiro	HOS 24.02 Time Contractions MN 3.01 Care during labor and delivery: normal labor MN 3.02 Care during labor and delivery: complications
24.03 Suction infant's respiratory passages		Bethea	HOS 24.03 Suction infant's respiratory passages MN 4.02 Premature and congenital abnormalities MN 4.03 Birth injuries and diseases

CURRICULUM AREA: Practical Nursing

TASK LISTING	INSTRUCTIONAL MATERIAL REFERENCES		
	Audio-Visuals	Textbooks	Student Materials
24.04 Identify newborn using bracelets and imprints		Bethea, Brigley	HOS 24.04 Identify newborn
24.05 Irrigate eyes with silver nitrate		Bethea, Brigley	HOS 24.05 Irrigate eyes with silver nitrate MS 18.04 Veneral diseases
24.06 Give perineal care	Perineal Care (FS)	Bethea, Anderson and Shapiro	HOS 24.06 Give perineal care to male and female MN 5.01 Immediate post partum care MN 5.02 Daily care MN 6.00 Family planning
24.07 Administer vaginal irrigations and medications	Vaginal Douche (FS)	Hornemann, Lewis	HOS 24.07 Administer vaginal irrigations and medications AP 9.00 Describe the reproductive systems MS 18.01 Overview of reproductive systems MS 18.02 Disorders of the female
25.01 Perform capillary puncture		Lee	HOS 25.01 Perform capillary puncture
25.02 Measure hemoglobin		Lee, Oppenheim	HOS 25.02 Measure hemoglobin
26.01 Provide care for a patient with a cast	Care of the Patient in a Cast (FS)	Broadwell and Milutinovic, Thompson and Rasdahl	HOS 26.01 Care for orthopedic patient with a cast AP 2.01 Describe the structure and function of bones MS 14.03 Traumatic injuries and surgical conditions

CURRICULUM AREA: Practical Nursing

TASK LISTING	INSTRUCTIONAL MATERIAL REFERENCES		
	Audio-Visuals	Textbooks	Student Materials
26.02 Apply or remove braces		Broadwell and Milutinovic, Thompson and Rosdahl	HOS 26.02 Apply or remove braces AP 2.01 Describe the structure and function of bones AP 2.02 Describe the structure and function of joints, muscle and bursae MS 14.01 Overview of musculo-skeletal system MS 14.02 Inflammatory and infectious disorders
26.03 Apply or remove skin braces	Care of the Patient in Traction (FS)	Broadwell and Milutinovic, Thompson and Rosdahl	HOS 26.03 Apply or remove skin traction
26.04 Turn a patient on a turning frame		Hornemann, Wood and Rambo	HOS 26.04 Operate turning frame
26.05 Operate a circ-o-lectric bed		Hornemann, Wood and Rambo	HOS 26.05 Operate circ-o-lectric bed
27.00 Assist with post-mortum care	Care of the Patient Who is Dying (FS)	HRET, Thompson	HOS 27.00 Give post-mortum care MS 5.00 Chronic illness MS 6.00 Give care to the cancer patient
28.01 Give pre-operative skin care	Preoperative skin Preparation (FS)	HRET, Lewis	HOS 28.01 Give pre-operative skin care
28.02 Prepare patient for surgery	Preoperative and Post-operative Care (FS)	HRET, Lewis	HOS 28.02 Prepare patient for surgery MS 4.01 Preoperative preparation

CURRICULUM AREA: Practical Nursing

TASK LISTING		INSTRUCTIONAL MATERIAL REFERENCES				
		Audio-Visuals	Textbooks	Student Materials		
28.03	Post-operative care	Preoperative and Postoperative Care (FS)	HRET, Lewis, Wood and Rambo	HOS	28.03	Give immediate post-operative care
				MS	4.02	Post-operative care
				MS	4.03	Post-operative complications
				MS	4.04	Pharmacology for surgical patients
29.01	Change colostomy dressing	Colostomy Care (FS)	Broadwell, Milutinovic, Wood and Rambo	HOS	29.01	Change colostomy drainage bag
				AP	6.01	Describe the anatomy of the digestive system
				MS	11.01	Overview of the digestive system
				MS	11.03	Disorders of the lower G.I. tract
29.02	Irrigate colostomy	Colostomy Irrigation (FS)	Hornemann, Lewis	HOS	29.02	Irrigate colostomy
29.03	Give care to patient with N/G tube	Nasogastric Intubation (FS)	Broadwell, Wood and Rambo	HOS	29.03	Care for naso-gastric tube
				AP	6.01	Describe the anatomy of the digestive system
				MS	11.02	Disorders of the upper G.I. tract
				MS	11.04	Disorders of the accessory organs
30.00	Assist patient in placing telephone calls			HOS	30.02	Assist patient with telephone

TEXTBOOK LIST

American Red Cross, First Aid and Personal Safety.

Anderson and Shapirio, Obstetrics for the Nurse, Delmar, 1979.

Anthony and Thibodeau, Structure and Function of the Body, Mosby, 6th ed., 1980.

Bethea, Introductory Maternity Nursing, Lippincott, 3rd ed., 1979

Becker and Fendler, Vocational and Personal Adjustments in PN, Mosby, 1978.

Brigley, Pediatrics for the Practical Nurse, Delmar, 1973.

Broadwell and Milutinovic, Medical-Surgical Nursing Procedures, Delmar, 1977.

Caldwell and Hegner, Health Assistants, Delmar, 1979.

Fetch and Larson, Basic Arithmetic Review and Drug Therapy for Practical-Vocational Nurses, Macmillan, 4th ed., 1977.

Grant and Murray, Emergency Care, Brady, 2nd ed., 1978.

Hamilton, Basic Pediatric Nursing, Mosby, 3rd ed., 1978.

Hood and Dincher, Total Patient Care: Foundations and Practice, Mosby, 5th ed., 1980.

Hornemann, Basic Nursing Procedures, Delmar, 1979.

HRET, Being a Nursing Aide, Brady, 1978.

HRET, Being a Ward Clerk, Brady, 1967.

Johnson and Hood, Total Patient Care, Mosby, 4th ed., 1976.

Keane, Essentials of Nursing, Saunders, 4th ed., 1979.

Skelley, Medications and Mathematics for the Nurse, Delmar, 1976.

Lee, The Lab Aide, Mosby, 1976.

Lewis, Fundamental Skills of Patient Care, Lippincott, 1976.

Milliken, Understanding Human Behavior, Delmar, 1974.

Thompson and Rosdahl, Textbook of Basic Nursing, Lippincott, 2nd ed., 1973.

V'TECS, A Catalog of Performance Objectives, Criterion-Referenced Measures and Performance Guides for Licensed Practical Nursing, Vocational-Technical Education Consortium of States, 1976.

Wood and Rambo, Nursing Skills for Allied Health, Saunders, 1977.

INSTRUCTIONAL UNITS

All Instructional Units referenced in the Unit Guide sheets and listed on the Instructional Resource Matrix are State of Georgia developed materials. These units are available from the Vocational Education Materials Center, University of Georgia.

AUDIOVISUALS

Trainex Corporation, sound filmstrips for the health care field.

Georgia (VEMC), slides and tapes for Health Occupations Skills.

ADDITIONAL INSTRUCTIONAL RESOURCES

Textbooks

Brooks and Brooks, The Human Body, Structure and Function in Health and Disease, Mosby, 2nd ed., 1980

Govani and Hayes, Drugs and Nursing Implications, Appleton-Century-Croft

Howe, Basic Nutrition in Health and Disease, Saunders, 6th ed., 1976

Ingalls and Salerno, Maternal and Child Nursing, Mosby

Kerschner, Nutrition and Diet Therapy for PN, F.A. Davis

Memmler and Wood, Structure and Function of the Human Body, Lippincott, 1977

Morgan and Johnson, Mental Health and Mental Illness, Lippincott, 2nd ed., 1976

Scherer, Introductory Clinical Pharmacology, Lippincott, 1975

Scherer, Introduction to Medical Surgical Nursing (Workbook), Lippincott, 1977

Smith and Germaine, Care of the Adult Patient, Lippincott, 4th ed. 1975

Thomas, (Ed), Taber's Cyclopedic Medical Dictionary, F.A. Davis Company, 13th ed., 1977

Thompson, Pediatrics for Practical Nurses, Saunders, 3rd ed., 1976

Williams, Mowry's Basic Nutrition and Diet Therapy, Mosby, 6th ed., 1980

Audiovisuals

American Cancer Society	16 mm films
American Learning Systems	Sound filmstrips
Career Aids	Sound filmstrips Transparencies
Concept Media	Sound filmstrips
Human Relations Media	Sound filmstrips

Lippincott	Sound filmstrips Slides/tapes 16 mm film Videotapes Filmloops Self-instructional audiovisual modules
National Archives Trust Fund Board	16 mm film Video cassettes (rent or purchase)
Robert J. Brady	Overhead transparencies Slides/tapes Video tapes Sound filmstrips Audio tapes
Vocational Educational Materials Center (VEMC)	Slide/tapes

Models/Simulators/Replicas

Trainex

Fisher Scientific Company

Nystrom

Individualized Instruction

Lippincott	Self-instructional modules

RESOURCE ADDRESSES

American Cancer Society
Georgia Division, Inc.
2025 Peachtree Road NE
Atlanta GA 30309

American Learning Systems,
Inc.
P.O. Box 2173
Columbus GA 31902
(404)327-2619

Appleton-Century-Croft
292 Madison Avenue
New York NY 10017
(212) 532-1700

Brady (Robert J. Brady)

Career Aids INc.
8950 Lurline Avenue
Department V14
Chatsworth CA 91311

Concept Media
P.O. Box 19542
Irvine CA 92714

C.V. Mosby Company
11830 Westline Industrial Dr.
St. Louis MO 63141
(314) 872-8370

Delmar Publishers
Division of Litton Educ. Pub.
Inc.
50 Wolf Road
Albany NY 12205

F.A. Davis Company
1945 Arch Street
Philadelphia PA 19103
(215) 568-2270

Fisher Scientific Company
Educational Materials Div.
4901 W. LeMoyne Street
Chicago IL 60651

General Electric Company
Training and Education Programs
1 River Road, Building 22,
Room 232
Box MK
Schenectady NY 12345

Human Relations Media
175 Tompkins Avenue
Pleasantville NY 10570

Health Professions Publications
J.B. Lippincott Company
East Washington Square
Philadelphia PA 19105
(800) 523-2945

Macmillan Publishing Co., Inc.
866 Third Avenue
New York NY 10022
(212) 935-2000

McGraw-Hill Book Company
1221 Avenue of the Americas
New York NY 10020
(212) 997-1221

Mosby (C.V. Mosby)

National Archives Trust Fund
Board
National Audiovisual Center
Washington DC 20409

Nystrom
3333 Elston Avenue
Chicago IL 60618
(312) 463-1144
(Local ReP)
John Wilhelm
4778 Devon Way
Stone Mountain GA 30088
(404) 981-7608

Robert J. Brady Company
Subs of Prentice Hall
Routes 197 and 450
Bowie MD 20715
(301) 262-6300

Saunders (W.B. Saunders)

W.B. Saunders Company
Subs of Columbia Broadcasting
System
W. Washington Square
Philadelphia PA 19105
(215) 574-4700

Trainex Corporation
P.O. Box 116
Garden Grove CA 92642
(800) 854-2485

Vocational Education Materials
  Center (VEMC)
Green Street
University of Georgia
Athens GA 30602

SECTION VII

STUDENT RECORDS

STUDENT RECORDS

This section contains three forms, the Individual Progress Report Chart, the Group Progress Chart and the Student Competency Record. The use of these charts is described below.

INDIVIDUAL PROGRESS REPORT. One copy should be kept in each student's confidential file and updated as tasks are completed. Grades should be assigned upon task completion and then averaged for grade reporting. Difficulty, excessive amounts of time, etc. should be noted on this form and should be discussed with the student and/or parents of secondary students.

GROUP PROGRESS CHART. This chart reflects task completion only and can be displayed in the classroom or lab area. Due to confidentiality of records, a grade must not be recorded. The instructor should maintain a copy of this record and update it daily.

STUDENT COMPETENCY RECORD. This record provides a listing of all tasks or units in the program, a space is designated for the student's name, program identification D.O.T. number and job title and a check off column to initial and date competency completion. The D.O.T. number and job title should be filled in when the student leaves the program for any reason. The information will indicate his/her qualifications for a job. This information will be especially useful to early leavers who have not completed the total program. A list of tasks is provided for each exit point on page VII-4. In addition a Task Listing/D.O.T. Code Cross Reference Table in Section III contains information that identifies the tasks for each job title.

The following is a list of tasks which will enable a student to meet the requirements for the identified occupation.

Psychiatric Aide
355.377-014

HOS 1.00 (all)
2.00 (all)
3.00 (all)
4.00 (all)
5.00 (all)
6.00 (all)
7.00 (all)
8.00 (all)
9.00 (all)
10.00 (all)
11.00 (all)
12.00 (all)
14.01
14.02
17.00 (all)
19.00 (all)
21.00 (all)
28.00 (all)
30.00

Occupational Therapy Aide
355.374-010

8.01
8.02
8.03
8.04
8.01
9.02
22.05

Physical Therapy Aide
355.354-010

1.03
2.00 (all)
3.00 (all)
4.00 (all)
6.00 (all)
7.00 (all)
8.00 (all)
10.00 (all)
11.01
11.03
17.01
17.04
22.02
22.04
22.05
22.06
23.00 (all)

Hospital Entrance Attendant
355.677-014

8.02
8.03
8.05

Nurse Aide
355.674-014
Orderly
355.674-018

1.00 (all)
2.00 (all)
3.00 (all)
4.00 (all)
5.00 (all)
7.00 (all)
8.00 (all)
9.00 (all)
10.01
11.00 (all)
12.00 (all)
13.02
13.03
14.01
14.02
15.01
15.02
15.03
15.07
16.00 (all)
18.00 (all)
21.01
22.03
22.05
23.01
23.02
23.04
23.05
24.06
24.07
30.00

Home Attendant
354.377-014

1.00 (all)
2.00 (all)
3.00 (all)
4.00 (all)
5.01
7.00 (all)
8.00 (all)
9.01
9.02
9.03
10.00 (all)
11.00 (all)
12.01
12.02
14.01
14.02
15.01
15.02
15.07
16.00 (all)
19.01
21.01
21.03
22.01
22.03
22.05
22.08
23.01
23.02
23.04
23.05
26.01
26.02
29.01
29.02
30.00

INDIVIDUAL PROGRESS REPORT

NAME ____________________________

PROGRAM/ ________________________ AREA ________________________
CLUSTER

TASK/ UNIT NO.	UNIT TITLE	DATE STARTED	DATE COMP.	EST. TIME	GRADE

GROUP PROGRESS CHART

NAME	UNITS/TASKS																				

RECORD OF DEMONSTRATED JOB COMPETENCIES

STUDENT NAME ______________________ Program ________________

DICTIONARY OF OCCUPATIONAL TITLES JOB CLASSIFICATION: D.O.T. No. ________________

JOB TITLE ________________

Unit No.	Competency Demonstrated	Initial Date
	AM and PM Care	
1.01	Assist the Patient to Maintain Oral Hygiene	
1.02	Assist the Patient with Elimination	
1.03	Give the Patient a Back Rub	
	Assist with Bathing	
2.01	Give Bed Bath	
2.02	Assist with Shower	
2.03	Assist with Tub Bath	
2.04	Dress Adult Bed Patient	
	Care of Skin Accessories	
3.01	Shave Male	
3.02	Give Shampoo to Bed Patient	
3.03	Brush or Comb Hair	
3.04	Care for Nails	
	Care for Beds	
4.01	Adjust Bed to Different Positions	
4.02	Make Unoccupied Beds	
4.03	Make an Occupied Bed	
	Aseptic Techniques	
5.01	Wash hands	
5.02	Handle Sterile Equipment and Supplies	
5.03	Put on Sterile Gloves	
	Isolation Techniques	
6.01	Prepare a Unit for Isolation	
6.02	Put on and Remove Mask	
6.03	Put on and Remove Gown	
6.04	Perform Double Bagging	
6.05	Serve and Remove Diet Tray in Isolation	
6.06	Transfer Isolation Patient Within Facility	
	Vital Signs	
7.01	Take Temperature	
7.02	Take Pulse	
7.03	Take Respirations	
7.04	Take Blood Pressure	
	Assist with Ambulation	
8.01	Assist to Dangle & Ambulate	
8.02	Assist with a Wheelchair	
8.03	Ambulate with Assistive Devices	
8.04	Transfer with a Mechanical Lift	
8.05	Transfer using a Stretcher	

Unit No.	Competency Demonstrated	Initial Date
	Positions Bed Patient	
9.01	Position Dependent Patient	
9.02	Assist Patient with ROM Exercises	
9.03	Apply Anti-Embolic Stocking	
9.04	Place Patient on Alternating Pressure Mattress	
9.05	Apply Restraints	
	Care of Wounds	
10.01	Apply Bandages and Binders	
10.02	Apply Sterile Dressings	
10.03	Irrigate Wounds	
	Apply Heat and Cold	
11.01	Apply Local Cold Treatments	
11.02	Administer Tepid Baths	
11.03	Apply Local Heat Treatments	
11.04	Assist Patient with Sitz Bath	
	Emergency Care	
12.01	Perform Cardiopulmonary Resuscitation	
12.02	Control External Hemorrhage	
12.03	Evacuate Patients	
	Assist with Respiration	
13.01	Administer Oxygen Correctly	
13.02	Assist a Patient with Breathing Exercises	
13.03	Assist a Patient with Postural Drainage	
13.04	Suction a Patient's Upper Respiratory Passage	
13.05	Suction a Tracheostomy	
13.06	Clean an Inner Cannula of a Tracheostomy	
13.07	Set up a Child-Adult Mist Tent	
13.08	Assist with Water-Seal Drainage	
	Assist with Nutrition	
14.01	Serve Food Tray	
14.02	Feed the Patient	
14.03	Admininster Gavage Feeding	
	Urine Elimination	
15.01	Collect a Routine Urine Specimen	
15.02	Collect a Clean-Catch Urine Specimen	
15.03	Check Urine for Sugar & Acetone & Specific Gravity	
15.04	Insert a Catheter into the Urinary Bladder	

Unit No.	Competency Demonstrated	Initial Date
15.05	Irrigate the Bladder & Give Catheter Care	
15.06	Remove a Retention Catheter	
15.07	Collect a 24-hour Urine Specimen	
	Bowel Elimination	
16.01	Given an Enema	
16.02	Insert a Rectal Suppository	
16.03	Collect a Stool Specimen	
16.04	Remove a Fecal Impaction	
	Medical Office Skills	
17.01	Assist with Physical Exam	
17.02	Irrigate EENT	
17.03	Clean and Sterilize Equipment	
17.04	Collect throat/nose Specimen	
	Admission, Transfer & Discharge	
18.01	Receive & Admit a Patient	
18.02	Transfer a Patient	
18.03	Discharge a Patient	
	Administer Medications	
19.01	Administer Oral Medication	
19.02	Administer Parenteral Medication	
20.00	Put on Sterile Gown	
	Maintain Fluid Balance	
21.01	Measure Intake & Output	
21.02	Care for Patient Recieving I.V. Therapy	
21.03	Assist Patient with Fluid Imbalance	
	Maintain Records	
22.01	Record Nursing Care	
22.02	Transcribe Physician's Orders	
22.03	Receive & Deliver Mail, Gifts and Flowers	
22.04	Schedule Patient Test, Examination & Treatment	
22.05	Accept and Relay Telephone Messages	
22.06	Maintain Inventory	
22.07	Prepare & Maintain Daily Census	
22.08	Graph T.P.R.	
	Infant Care	
23.01	Carry Infant	
23.02	Weigh and Measure Infant	
23.03	Collect Urine Specimen	
23.04	Give Daily Care to Newborn	
23.05	Feed an Infant	
	Maternal and Newborn Care	
24.01	Count and Report Fetal Heart Rate	
24.02	Time Contractions	
24.03	Suction Infant's Respiratory Passages	
24.04	Identify Newborn	
24.05	Irrigate Eyes with Silver Nitrate	
24.06	Give Perineal Care to Male and Female	
24.07	Administer Vaginal Irrigations and Medications	
	Medical Laboratory Techniques	
25.01	Perform Capillary Puncture	
25.02	Measure Hemoglobin	
	Care of Orthopedic Patient	
26.01	Care of Orthopedic Patient	
26.02	Apply of Remove Braces	
26.03	Apply or Remove Skin Traction	
26.04	Operate Turning Frame	
26.05	Operate Circ-o-letric Bed	
27.00	Give Post-Mortum Care	
	Care of Surgical Patient	
28.01	Give Pre-operative Skin Care	
28.02	Prepare Patient for Surgery	
28.03	Give Immediate Post-op Care	
	Special Care of G. I. Tract	
29.01	Change Colostomy Drainage Bag	
29.02	Irrigate Colostomy	
29.03	Care for Naso-gastric Tube	

This is to certify that the above named student has demonstrated proficiency in the performance of the tasks and/or competencies indicated above. These tasks and/or competencies have been determined to be the skills and knowledge that are necessary for entry level employment into the job classification indicated.

Date________________________

Instructor______________________________

School__________________________________

SECTION VIII

SPECIAL NEEDS STUDENT

WORKING WITH SPECIAL NEEDS STUDENTS

Introduction

Special needs students are those who are designated as handicapped and/or disadvantaged. The 1976 vocational education amendment defines handicapped individuals as:

> Persons who are mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, health impaired, or persons with other specific disabilities, who by reason thereof require special education and related services and who cannot succeed in the regular vocational education programs.

In Title II of the 1976 education amendments disadvantaged persons are defined as:

> Persons (other than handicapped persons) who have academic or economic disadvantages and who require special services, assistance or programs in order to enable them to succeed in vocational education programs.

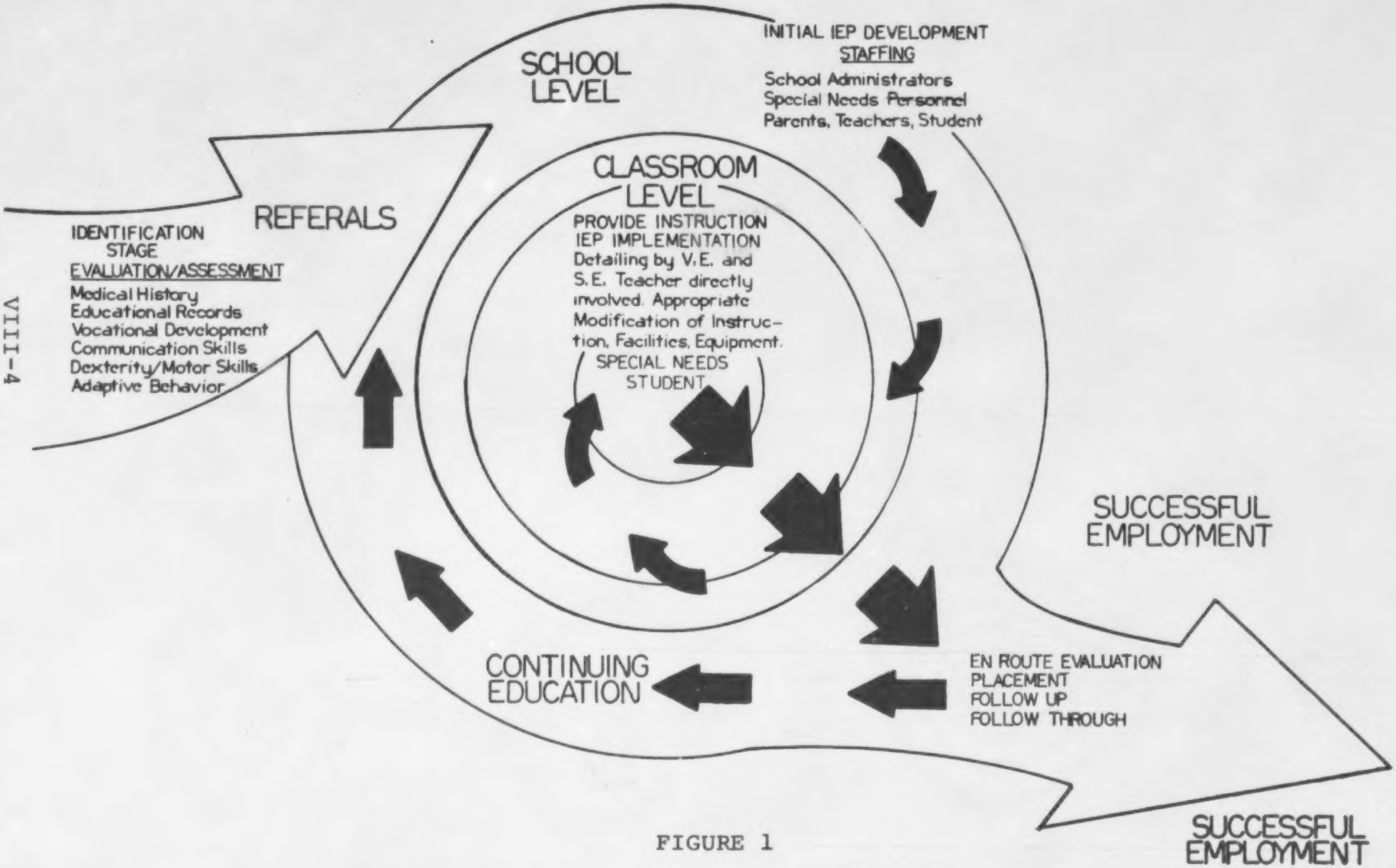
Federal legislation requires that these special people be given an opportunity to function in a regular classroom. This section provides information on how special needs students are identified and how they can be mainstreamed into regular educational environments.

Figure One presents a model depicting various activities of the process in identifying and mainstreaming special needs students. These activities are conducted at three levels: the system level, the school level and the classroom level. All three levels must work together if implementation of the process is to be effective.

Identification Of The Special Needs Student

Through a variety of pre-testing procedures, special needs students are identified and their potentials are evaluated at the

SPECIAL NEEDS MAINSTREAMING MODEL



SCHOOL LEVEL
INITIAL IEP DEVELOPMENT
STAFFING
School Administrators
Special Needs Personnel
Parents, Teachers, Student
REFERALS
IDENTIFICATION STAGE
EVALUATION/ASSESSMENT
Medical History
Educational Records
Vocational Development
Communication Skills
Dexterity/Motor Skills
Adaptive Behavior
CLASSROOM LEVEL
PROVIDE INSTRUCTION
IEP IMPLEMENTATION
Detailing by V.E. and S.E. Teacher directly involved. Appropriate Modification of Instruction, Facilities, Equipment.
SPECIAL NEEDS STUDENT
SUCCESSFUL EMPLOYMENT
CONTINUING EDUCATION
EN ROUTE EVALUATION
PLACEMENT
FOLLOW UP
FOLLOW THROUGH
SUCCESSFUL EMPLOYMENT

FIGURE 1

system level. This evaluation process consists of collecting and assessing the following data for each student:

- -Medical History
- -Educational Records
- -Vocational Development
- -Communication Skills
- -Dexterity/Motor Skills
- -Adaptive Behavior

When this procedure has been completed, the system personnel refers the student to the appropriate school level personnel.

Development of the Plan

At the school level, an Individual Education Plan (IEP) is developed for each special needs student. An IEP is a written plan which describes the educational objectives, both long and short term, and the support services for a special needs student. The plan is developed by the school administration, special education personnel, teacher(s) directly involved with the student and the parent(s). In some cases, the student may help with the development.

Implementing the I.E.P.

The actual implementing of the I.E.P. begins at the classroom level. The purpose of the teacher dealing with the special needs student is to help the student set realistic goals, identify the barriers which make it difficult for the student to learn and adapt the curriculum and/or facilities with reference to the I.E.P. so the student can learn while overcoming personal barriers.

Special needs students have problems which hinder their learning. Therefore, a teacher's job becomes more complicated than when teaching "regular" students. Handicapped students may have a variety of problems - mental, physical and/or emotional.

Academically disadvantaged students may exhibit language deficiencies, reading and writing deficiencies, computational deficiencies and general educational deficiencies. Economically disadvantaged students may possess an inability to concentrate because their primary needs - food, shelter, clothing - are not adequately met due to lack of money.

By considering these problems, teachers can modify existing programs to accommodate the needs of special needs learners. Some suggestions which may prove beneficial in modifying an existing curriculum are listed below:

-Prepare instructional materials in greater detail and assign work in shorter units.

-Provide more frequent evaluation of student's progress and provide opportunities for remedial work.

-Be aware of the student's limited vocabulary.

-Be aware of the student's inability to understand abstractions and generalizations and prepare materials accordingly.

-Keep the student aware of his or her progress and make the student feel he or she can succeed.

-Use real teaching aids, live work and practical experiences whenever possible.

-Choose reading material which is at the student's level, interest and experience.

-Use constructive criticism only.

-Use peer instruction whenever possible.

-Allow the student to advance at his or her own pace.

-Use the part-to-whole learning concept in adapting materials.

Materials Which Can Be Used to Teach Disadvantaged

In Georgia an effective set of materials has been developed to be used with a program to help disadvantaged students adjust to life and work situations. This program is called CVAE or Coordinated Vocational Academic Education. The CVAE program is organized with a coordinator who is responsible for the type of instruction the students receive, and a team of teachers assigned to the coordinator who work cooperatively to help the disadvantaged students learn to enjoy school and become more successful students. CVAE materials include visuals in the form of synchronized slide/ tape presentations. These units are designed to help the disadvantaged student become more successful in school, learn good work habits, become an aware consumer, and develop a better self-image and appearance. (Although designed especially for disadvantaged students, CVAE may also be used in regular classroom situations). The vocational education teacher should work with the CVAE coordinator to design a program of study for the disadvantaged students in areas in which the student needs help.

In some cases, facilities, must be modified for handicapped special needs students. In general, as long as the classroom/ shop meets federal guidelines for barrier free design, extensive facility changes need not be made. For visually impaired students, for example, let the student locate in the classroom where he or she can see best even to the point of moving the desk or work station as a portable unit. In the case of orthopedically handicapped, some changes may have to be made to shop machinery to allow the student to use it. This may involve more convenient controls or special seating where the student would normally stand. In making these changes, special education expertise would be helpful.

Evaluation

Evaluation of the student's program should consist of:

- -En-route evaluation (formative) to monitor the student's progress through the program.
- -Summative evaluation upon completion of the program to determine job readiness.
- -Follow-up after placement to determine if the student is successful on the job.
- -Follow-through activities designed to identify any further training needed, which is indicated by the follow-up procedure.

Working with special needs students is much more demanding of the system, the school and the classroom teacher. However, with their patience and understanding, special needs students can not only succeed, but in many cases excell.

RESOURCES

To aid the teacher in modifying materials for special needs categories, the following references are listed by category. These are suggested references only as a world of materials exist on this subject.

Mentally Retarded

A Curriculum Guide for Teachers of Educable Mentally Retarded. Danville, Ill.: The Interstate Printers and Publishing Co., Inc.

High, Elizabeth C., and Moyers, Kathy L. Training Manual: Developing Pre-Vocational/Vocational Skills in Developmentally Disabled Persons. Washington, D.C.: Job Development Laboratory, George Washington University, 1976.

Kolstoe, Oliver P. Teaching Educable Mentally Retarded Children. Holt, Rinehart and Winston, 1976.

Mulligan, Robert E.; Gavin, Donald and Conaley, James. Comprehensive Career Education Curriculum Guide for the Trainable. New Brunswick, N.J.: Rutgers Vocational-Technical Curriculum Laboratory, 1977.

Introduction to Vocations for Educable Mentally Retarded. New Jersey: New Jersey Department of Education.

State of Ohio Curriculum Guide for Moderately Retarded Learners. Columbus, Ohio: Ohio Department of Education, 1977.

Tucker, Mark M. Learning through Curriculum Modification; A Blueprint to Teaching the Mentally Retarded. Johnstown, PA.: Mafex Associates, Inc., 1976.

Watson, Marjorie. Mainstreaming the Educable Mentally Retarded. Washington, D.C., NEA, 1975.

Hearing Impaired

Alvin, Howard P. The Evolution of an Evaluation Design for Evaluating Secondary Programs for the Deaf in Vocational Occupational-Technical Education (VOTE) Programs. ERIC - ED 123-241.

Guidelines: Educational Planning for the Hearing Handicapped. North Carolina Public Schools. Division for Exceptional Children, North Carolina Department of Public Instruction, Raleigh, N.C., 1977.

Munson, Harold L.; Eglston, Judy Cobb and Phillips, Gordon B. *Career Education for Deaf Students: An Inservice Leader's Guide*. University of Rochester, College of Education, Center for the Study of Helping Services, Rochester, N.Y. 1975.

Nix, Gary W. *Mainstreaming Education for Hearing Impaired Children and Youth*. Grune and Stratton, 1976.

Orthopedically and Other Health

A Model Plan for a Cooperative Vocational Rehabilitation Program. Office of Human Development, Rehabilitation Services and Administration. Department of Health, Education and Welfare, Washington, D.C.

Mallix, Kalisanker and Mueller, Jim. *Vocational Aids and Enhanced Productivity of the Severely Disabled*. The George Washington University Rehabilitation Research and Training Center, Washington, D.C. 1975.

McCarthy, Henry and Smart, Landon. *Recommendations for Enhancing Employment Prospects of Handicapped Individuals*. Comps. Human Resources Center, Albertson, L. I., 1978.

Duncan, John, et al. *Environmental Modifications for the Visually Impaired: A Handbook*. Visual Impairment and Blindness, December 1977, p. 442-455.

Disadvantaged

Guidelines for Methods and Techniques of Teaching Disadvantaged Students. Division of Vocational Education, Virginia Polytechnic Institute and State University, Blackburg, VA.

A Handbook for Developing Programs and Services for Disadvantaged Students. Department of Vocational Education Studies, College of Education, Southern Illinois, University of Carbondale, Carbondale, Ill. 62901

By Program

Adaption of Home Economics Curricula for Special Needs. North Dakota Research Coordination Unit, State Board for Vocational Education, State Office Building, Bismarck, ND.

Auto Body: An Adaptive and Developmental Program for Special Needs Students. Vocational-Technical Curriculum Laboratory, Rutgers - The State University, New Brunswick, N.J. 1976.

Floriculture Board of Cooperative Educational Services of Nassaw County, Division of Occupational Education, Division of Special Education, Westburg, NY 1975.

Grubb, Francine. Basic Business - A Teacher's Guide to an Employment Orientation Course for Special Needs Students. Vocational Technical Curriculum Laboratory, Rutgers - The State University, New Brunswick, N.J. 1976.

Home Economics and the Exceptional Student: A Handbook for Home Economics Teachers Working with Mentally Retarded Students. Vocational-Technical Curriculum Laboratory, Rutgers - The State University, New Brunswick, N.J. 1976.

Troutman, Carol M. Introduction to Office Occupations. Vocational-Technical Curriculum Laboratory, Rutgers - The State University, New Brunswick, N.J. 1974.

Working with the Handicapped in the Vocational Home Economics Classroom. Division of Vocational Education, State of Ohio, Columbus, Ohio.

Coordinated Vocational Education and Training (C.V.E.T.) manuals for disadvantaged, available from: Oklahoma State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1515 West Sixth Avenue, Stillwater, Oklahoma 74074.

-CVET Construction	3100219	Teacher's Guide
	3100209	Student
-CVET General Mechanics	3100239	Teacher's Guide
	3100229	Student

General Special Needs

A Handbook for Modifying Vocational Curricula for Handicapped Students. Wisconsin Vocational Studies Center, University of Wisconsin, Madison, May 1980.

Bottoms, J.E. and Scott, C.P. Supportive services for special student groups. In J.E. Wall (ed.), Vocational Education for Special Groups. Sixth Yearbook, Washington, D.C.: American Vocational Association, 1976.

Gill, Douglas H. and Scott, C. Paul. A practical model for mainstreaming handicapped learners in vocational education. The Journal for Vocational Special Needs Education, Vol. 1, No. 3, April, 1979, pp. 3-7.

Gugerty, J., et al. Tools, Equipment and Machinery Adapted for the Vocational Educator and Employment of the Handicapped. Project #498749006, Wisconsin Vocational Studies Center, Madison, Wisconsin, January 1981.

Hull, Marc E., Berry, Owen J. and Clark, Donald L. Procedures for Teaching Vocational Concepts to Students with Special Needs. Texas A & M University, Final Report Project 62350274, June 1976.

The Related Vocational Instruction Program. Georgia's Approach to Vocational Education for the Handicapped at the Secondary level, Douglas H. Gill, Project Coordinator, Vocational Programs for the Handicapped, Georgia Southern College, Statesboro, Georgia.

Vocational Educational Resource Materials, A Bibliography of Materials for Handicapped and Special Education. Third edition, 1978. Wisconsin Vocational Studies Center, University of Wisconsin - Madison.

SECTION IX

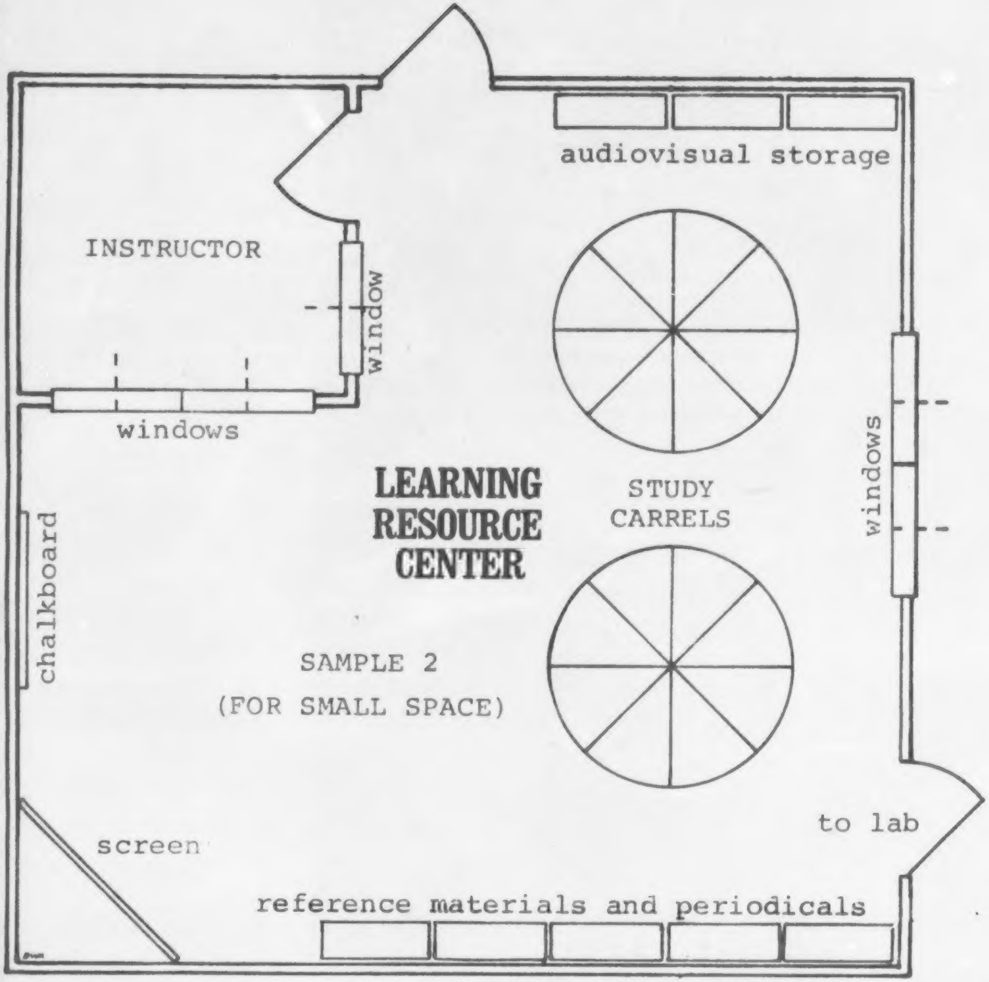
FACILITY LAYOUT

Facility Layout

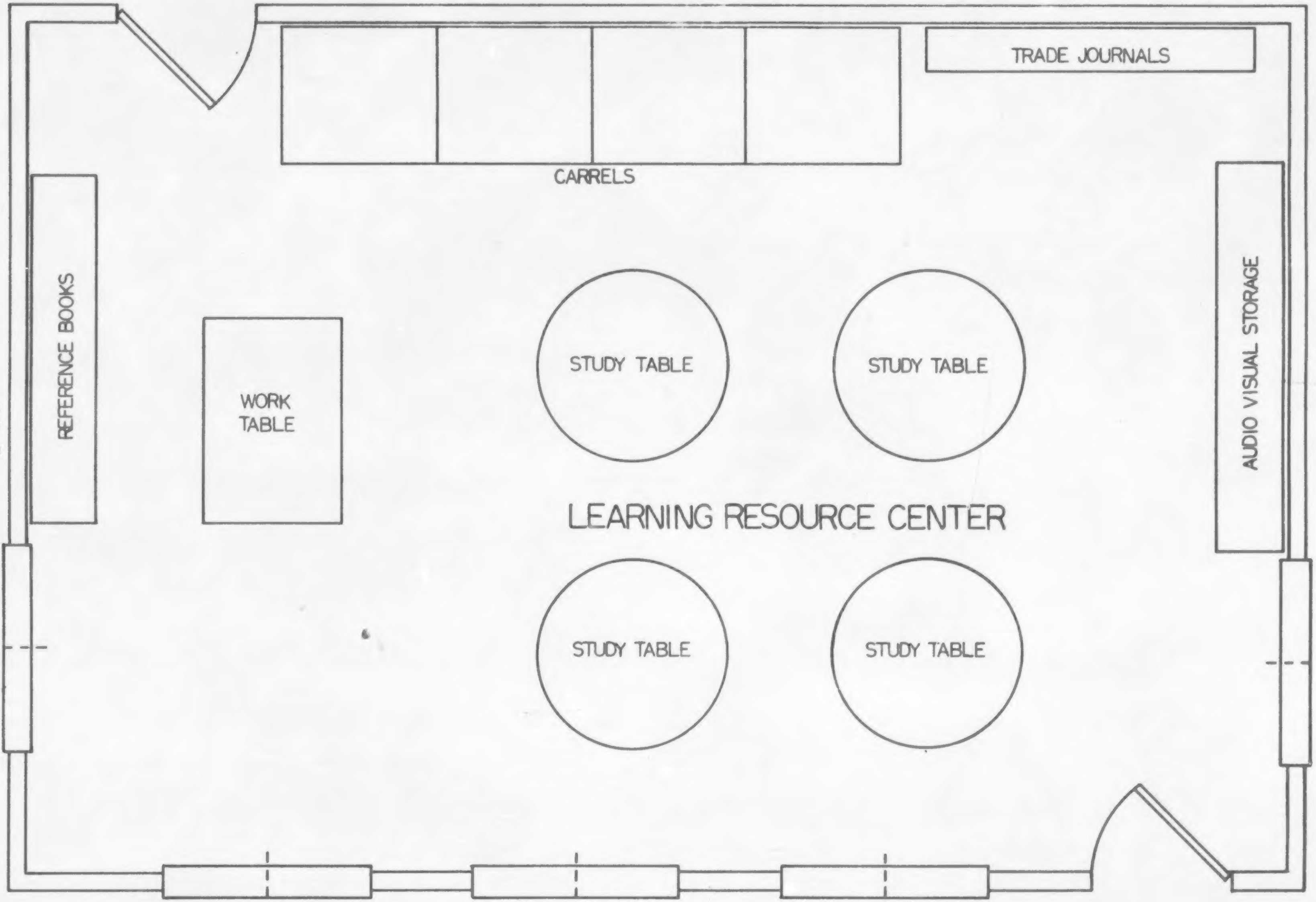
The facility layouts on the following pages are presented to aid in arranging the classroom and laboratory for efficient instruction. The three resource center arrangements represent small, medium and large centers. Ultimately the instructor must determine an arrangement that best fits the needs of the students and the instructional method being used.

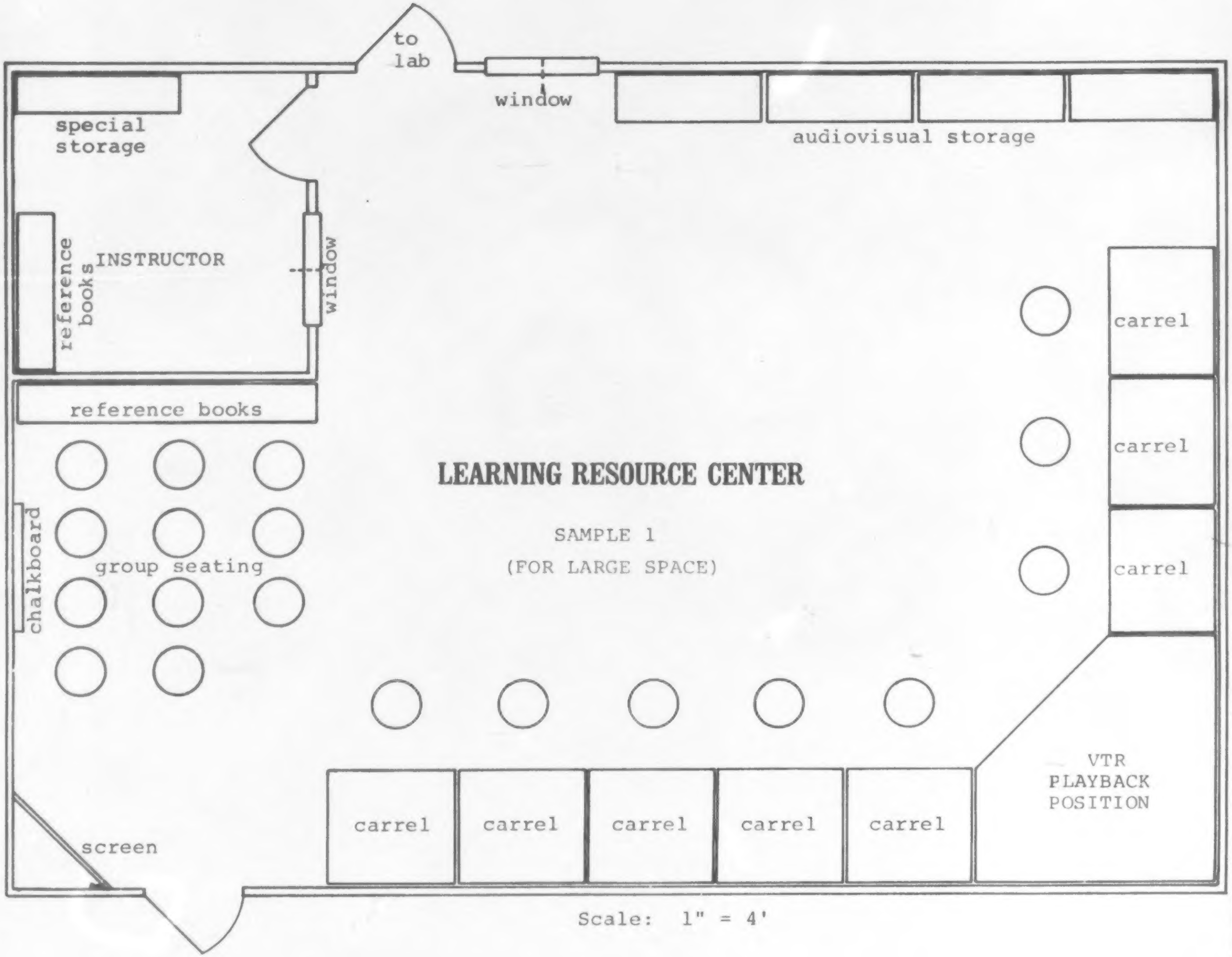
The laboratory facility layout is one recommended by the teachers who developed the Health Occupations Skills program materials. This facility is easily adaptable to a variety of arrangements that will best fit local needs.

These layouts may be especially useful in those schools where classroom renovation or construction is being planned.


audiovisual storage
INSTRUCTOR
window
windows
LEARNING RESOURCE CENTER
STUDY CARRELS
windows
chalkboard
SAMPLE 2
(FOR SMALL SPACE)
to lab
screen
reference materials and periodicals

Scale: 1" = 4'


TRADE JOURNALS
CARRELS
REFERENCE BOOKS
WORK TABLE
STUDY TABLE
STUDY TABLE
AUDIO VISUAL STORAGE
LEARNING RESOURCE CENTER
STUDY TABLE
STUDY TABLE

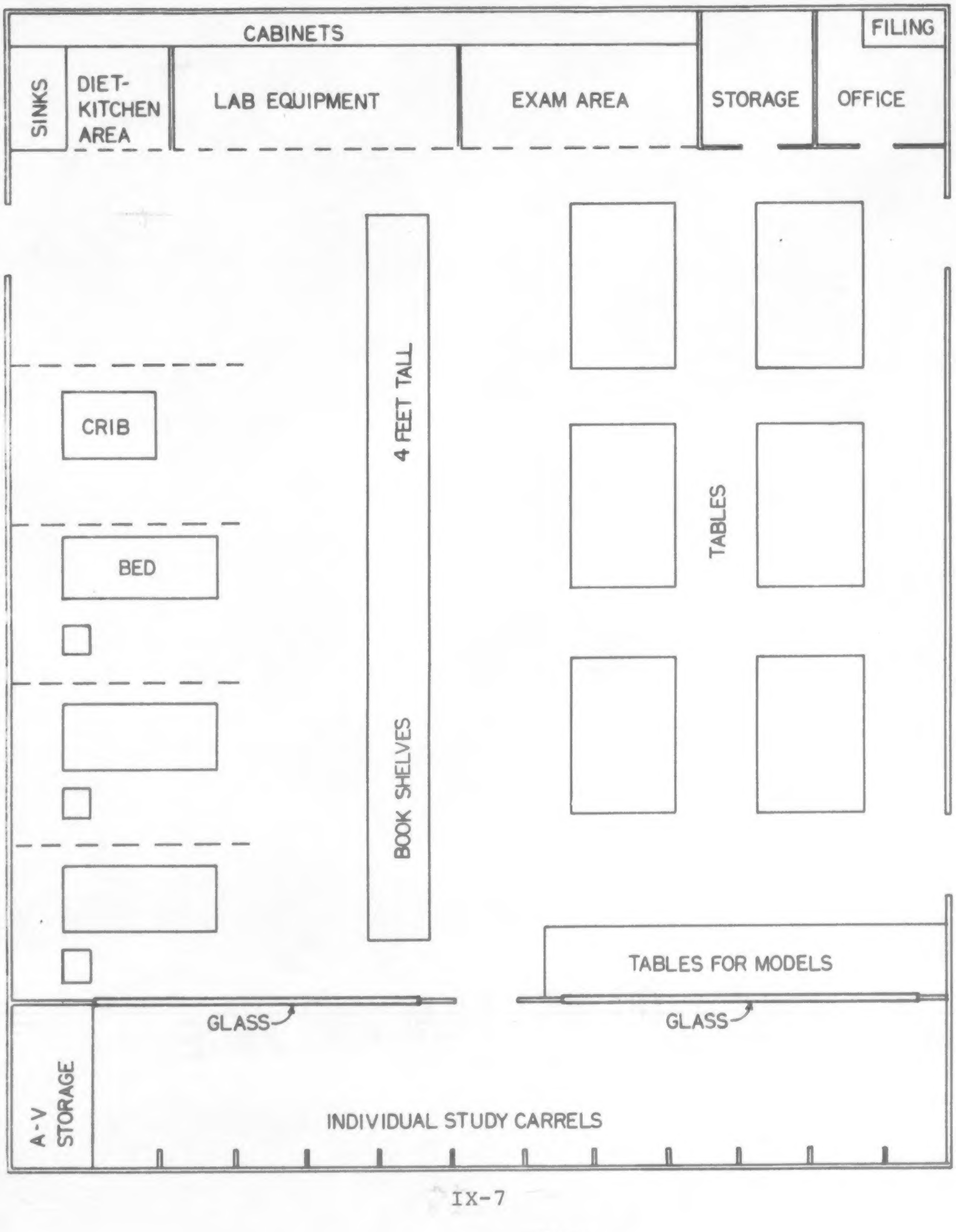

to lab
window
special storage
audiovisual storage
reference books
INSTRUCTOR
window
reference books
chalkboard
group seating
carrel
carrel
carrel
VTR PLAYBACK POSITION
carrel
carrel
carrel
carrel
carrel
screen

LEARNING RESOURCE CENTER

SAMPLE 1
(FOR LARGE SPACE)

Scale: 1" = 4'

LABORATORY


CABINETS
SINKS
DIET-KITCHEN AREA
LAB EQUIPMENT
EXAM AREA
STORAGE
FILING
OFFICE
CRIB
BED
4 FEET TALL
BOOK SHELVES
TABLES
TABLES FOR MODELS
GLASS
GLASS
A-V STORAGE
INDIVIDUAL STUDY CARRELS

SECTION X

DEFINITION OF TERMS

DEFINITION OF TERMS

1. AV's-Audiovisuals - May refer to any picture and/or sound media. (ie. slides, tapes, filmstrips, 16 mm films, etc.)

2. Checkpoint - A student-instructor interface point wherein the instructor may give the student a test, perform a demonstration, or simply provide the student with additional needed information or instructions. Also a checkpoint may be used for motivational purposes.

3. Competency - The ability (knowledge, skills and attitudes) to perform all of a group or cluster of related tasks required to complete a designated activity according to occupational standards. In the educational setting the statement of a competency includes expected student outcomes in terms of knowledge, skills, and attitudes required to complete a designated activity as defined by incumbent workers according to the standards of the work place.

4. Course - A grouping of tasks and competencies which have a common knowledge base or are within a given domain.

5. Criterion-Referenced Measure - An exercise based upon a performance objective, the accomplishment of which measures attainment of that objective.

6. Criterion-Referenced Test - A test designed to measure student competencies based on job or industrial standards.

7. Curriculum Guide - A document containing the objectives, content, organization, and structure of an instructional program. It is designed for use by administrators, instructional supervisors and teachers.

8. D.O.T. - Abbreviation for Dictionary of Occupational Titles. Document provides nine digit codes identifying each occupation.

9. Duty - One of the distinct major activities involved in the work performed, comprising related tasks.

10. Exit Point - A predetermined point within an instructional program in which a student may exit with the essential competencies for a specific job. Usually defined in terms of D.O.T. codes and/or O.E. codes.

11. "Hands-On" - Statement implying the student is physically involved in a learning activity.

12. Individualized Instruction (I.I.) - A system of instruction allowing for a student to progress at their fastest rate.

13. Job - A specific area of specialization within an occupational field consisting of several closely related duties for which a person would expect to receive remuneration. Should be identified by DOT code.

14. Job Sheet - (Or Operations Sheet) - A project of a performance nature. Generally performed by the student in a lab or shop type environment or in a specialized work area.

15. Live Work - Generally refers to items brought into the course area for repair or adjustment. Examples of live work might be automobiles, radios and TV's, air-conditioners, etc. Another form of live work would be patrons visiting the cosmetology department to receive permanents or other services.

16. Master Copies - Original copies of slides, tapes or written materials set aside for the purpose of duplication.

17. Occupational Cluster - A group of occupations sharing a common core of competencies. Georgia's comprehensive high school vocational program is organized around this concept.

18. Occupational Inventory - A listing of tasks to be performed in a particular occupational area, grouped under duty classifications.

19. O.E. - Refers to the U. S. Office of Education. O.E. codes are a classification system (taxonomy) for occupational education programs.

20. Open Entry - Term meaning that a student may enter the program at any time and does not have to wait for quarter or semester breaks.

21. Open Exit - Term meaning that a student may leave a program any time he/she completes their occupational objective.

22. Performance Guide - A series of steps, arranged in a sequence ordinarily followed, which when completed may result in the performance of a task. Also called "teaching steps."

23. Performance Objective - A statement in precise, measurable terms of a particular behavior to be exhibited by a learner under specified conditions. It possesses each of the elements or characteristics specified below:

    a. Condition - The testing situation confronting the learner is clearly specified. This includes equipment provided or withheld, environmental constraints such as temperature, space, etc.

b. Performance - The specific behavior expected of the learner is stated.

c. Standard - The degree of acceptable performance is specified.

24. Performance Test - A test entailing not only the ability to answer questions, but measuring the students' ability to operate, manipulate, or perform a given task as well.

25. Program - An organized sequence of courses leading to an occupational objective. A program may contain one or more student exit points as defined by D.O.T. codes.

26. Program Objective - The outcome of a prescribed program of instruction. Usually expressed in terms of the occupation or job for which training is designed. D.O.T. codes are frequently used to identify program objectives or student exit points.

27. Self-Paced - Refers to a student moving through the prescribed training program at the fastest pace at which the student can meaningfully learn.

28. Sequencing - Putting any set or series of learning activities or tasks into proper order or sequence. Normally arranged from the simple to complex within groupings or blocks.

29. Software - Written or printed materials, slides, filmstrips, tapes, etc.

30. Student Manual - A document designed for use by students in a specific instructional program. It contains unit sheets, references, operational procedures or job sheets, etc.

31. Task - The smallest division of work in which a measurable output occurs. A logical and necessary step in the performance of a duty.

32. Task List - A listing of tasks performed by incumbent workers within a domain of interest. An example is a listing of all tasks performed by an automotive mechanic or by a worker in ornamental horticulture.

33. Unit - One "module" training materials; generally covering one learning task and programmed on one Unit Sheet. May cover more than one lesson.

34. Unit Guide - A curriculum guide sheet that lists a task and objective with the instructional activities, instructional materials, evaluation and approximate time required for a student to successfully complete the task.

35. V-TECS Catalog - A comprehensive collection of performance objectives, performance guides, criterion-referenced measures, and related data, organized by a job structure or career ladder within a domain of interest.

Federal law prohibits discrimination on the basis of race, color or national origin (Title VI of the Civil Rights Act of 1964); sex (Title IX of the Educational Amendments of 1972 and Title II of the Vocational Education Amendments of 1976); or handicap (Section 504 of the Rehabilitation Act of 1973) in educational programs or activities receiving federal financial assistance.

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The following individuals have been designated as the employees responsible for coordinating the department's effort to implement this nondiscriminatory policy.

Title II - Loydia Webber, Vocational Equity Coordinator
Title VI - Peyton Williams Jr., Associate Superintendent
of State Schools and Special Services
Title IX - Evelyn Rowe and Myra Tolbert, Coordinators
Section 504 - Jane Lee, Coordinator of Special Education

Inquiries concerning the application of Title II, Title VI, Title IX or Section 504 to the policies and practices of the department may be addressed to the persons listed above at the Georgia Department of Education, State Office Building, Atlanta 30334; to the Regional Office for Civil Rights, Atlanta 30323; or to the Director, Office for Civil Rights, Education Department, Washington, D.C. 20201.